

FEDERAL MINISTRY OF EDUCATION

## National Technical Certificate (NTC) Curriculum in

# SOCIAL MEDIA AND ANIMATION TECHNOLOGY

## February, 2025



Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) Project

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THE WORLD BANK

NATIONAL BOARD FOR TECHNICAL EDUCATION

Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria



# NATIONAL TECHNICAL CERTIFICATE

## CURRICULUM AND MOUDULE SPECIFICATIONS IN

# SOCIAL MEDIA AND ANIMATION TECHNOLOGY

2025

## **GENERAL INFORMATION**

## AIM

This qualification aims to equip students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement; using Social Media Tools, Platforms, Animation Hardware and Software.

## ENTRY QUALIFICATIONS Craft Programme

Candidates must not be less than 14 years of age and should have successfully completed three years of Junior Secondary education or its equivalent. Special consideration may be given to sponsored candidates with lower academic qualifications, who hold trade test certificate and are capable of benefiting from the programme.

## **Advanced Craft Programme**

Candidates should possess the National Technical Certificate or its equivalent, and should have had a minimum of two years post qualification cognate industrial experience.

## **The Curriculum**

The Curriculum of each programme is broadly divided into three components:

- 1. General Education, which accounts for 30% of the total hours required for the programme.
- 2. Trade Theory, Trade Practice and Related Studies, which account for 65% and,
- 3. Supervised Industrial Training/Work Experience, which accounts for about 5% of the total hours required for the programme. This component of the course, which may be taken in industry or in the College production unit is compulsory for the full-time students.

Included in the curriculum are the teacher's activity and learning resources required for the guidance of the teacher.

## **Unit Course/Modules**

A course/ module is defined as a body of knowledge and skills capable of being utilized on its own, or as a foundation or pre-requisite knowledge for more advanced work in the same or other fields of study. Each trade course/ module when successfully completed, can be used for employment purposes.

## **Behavioral Objectives**

These are educational objectives, which identify precisely the type of behavior a student should exhibit at the end of a course/module or programme. Two types of behavioral objectives have been used in the curriculum. They are:

- a. General Objectives
- b. Specific Learning Outcomes

General objectives are concise but general statements of the behavior of the students upon completion of a unit of week such as understanding the principles and application of:

- i. Social Media Communication
- ii. Animation
- iii. Portfolio Development and Career Preparation

Specific learning outcomes are concise statements of the specific behavior expressed in units of discrete practical tasks and related knowledge the students should demonstrate as a result of the educational process to ascertain whether the general objectives of course/ programme have been achieved. They are more discrete and quantitative expressions of the scope of the tasks contained in a teaching unit.

## **General Education in Technical Colleges**

The General Education component of the curriculum aims at providing the trainee with knowledge in critical subjects like English Language, Mathematics, Economics, Physics, Chemistry, Biology, Entrepreneurial Studies and Mathematics, etc. to enhance the understanding of machines, tools and materials of their trades and their applications as a foundation for post-secondary technical education for an above average trainee. Hence, it is hoped that trainees who successfully complete trade and general education may be able to compete with their secondary school counterparts for direct entry into Universities, Polytechnics or Colleges of Education (Technical) for degree, ND or NCE courses respectively. For the purpose of certification, only the first three courses in mathematics will be required. The remaining modules are optional and are designed for an above average students.

## **National Certification**

The NTC programmes are run by Technical Colleges accredited by N.B.T.E.

NABTEB conducts the final national examination and awards certificates.

Students who successfully complete all the courses/modules specified in the curriculum table and passed the National Examinations in the trade will be awarded with the below certificate:

S/NO	LEVEL	CERTIFICATE
	Technical Programme	
1.	NTC	National Technical Certificate

## **Guidance Notes for Teacher implementing the Curriculum**

The number of hours stated in the curriculum table may be increased or decreased to suit individual institutions' timetable, provided the entire course content is properly covered, and goals and objectives of each module are achieved at the end of the term.

The maximum duration of any module in the new scheme is 300 hours. This means for a term of 15 weeks, the course should be offered for 20 hours a week. This can be scheduled in sessions of 4 hours in a day, leaving the remaining hours for general education. However properly organized, and if there are adequate resources, most of these courses can be offered in two sessions a day, one in the morning and the other one in the afternoon. In so doing, some of these programmes may be completed in lesser number of years.

The sessions of 4 hours include the trade theory and practice. It is left for the teacher to decide where the class should be held in the workshop or in a lecture room.

## INTEGRATED APPROACH IN THE TEACHING OF TRADE Theory, Trade Science and Trade Calculation

The traditional approach of teaching trade science and trade calculation as separate and distinct subjects in Technical College programmes is not relevant to the new programme, as it will amount to a duplication of the teaching of mathematics and physical science subjects in the course. The basic concepts and principles in mathematics and physical science are the same as in the trade calculation and trade science. In the new scheme therefore, qualified persons in these fields will teach mathematics and physical science, and the instructors will apply the principles and concepts in solving trade science and calculation problems in the trade theory classes. To this end, efforts have been made to ensure that mathematics and science modules required to be able to solve technical problems were taken as pre-requisite

## **Evaluation of Programme/Module**

For the programme to achieve its objectives, any course started at the beginning of a term, and must terminate at the end of the term. Instructors should therefore device methods of accurately assessing the trainees to enable them give student's final grades at the end of the term. A national examination will be taken by all students who have successfully completed their modules. The final award will be based on the aggregate of the scores attained in the course work and the national examination

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## **PROGRAMME**:

## NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY

**GOAL:** The Social Media and Animation Technology Programme is intended to produce students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement using Social Media Tools, Platforms, Animation Hardware and Software.

## CURRICULUM TABLE AND COURSE HOURS/WEEK

## **PROGRAMME: NATIONAL TECHNICAL CERTIFICATE**

Module Code	MODULE			YEA	RI					YE/ 2				YEAR 3				TOTAL HOURS		
		Teri	m 1	Ter	m 2	Ter	m 3	Теі	rm 1	Ter	m 2	Те	rm3	Term	1	Ter	m 2	Ter	m 3	
		Т	Р	Т	Р	Т	Р	Т	Р	Т	Р	Т	Р	Т	Р	Т	Р	Т	Р	
CAM 12 – 15	Mathematics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CEN 11 – 17	English	2	-	2	-	2	-	3	-	3	-	3	-	3	-	3	-	3	-	288
CPH 10 – 12	Physics	2	-	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	288
CCH 10 – 12	Chemistry	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	2	1	288
CEC 11 – 13	Economics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CBM 11	Entrepreneurship	-	-	-	-	-	-	2	-	2	-	2	-	-	-	-	-	-	-	72
ICT 11 – 15	Computer Studies	-	-	-	-	-	-	1	2	1	2	1	2	1	2	1	2	I	-	180
SAT 111	Introduction to Social Media	1	2	-	-	-	-	-	-	-		-	-	-		-	-	I	-	36
SAT 121	Social Media Strategy & Branding	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	1	-	-	36
SAT 131	Content Creation and Storytelling	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 122	Introduction to Animations and Digital Media	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48
SAT 132	Principles of Animations	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 112	Introduction to Storytelling and Concept Development	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36
SAT 211	Visual Content and Video Production.	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	48

SAT 212	Social Media Engagement and Growth strategy	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	36
SAT 231	Social Media Advertising & Monetization	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	36
SAT 221	Introduction to 2D Animations Techniques	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	36
SAT 222	Introduction to 3D Animations techniques	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-		36
SAT 232	Introduction to Motion Graphics and Visual Effects	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	36
SAT 311	Sound Design and Editing	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	36
SAT 321	Game Animations and Interactive Media.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	36
SAT 312	Social Media analytics and Performance tracking	-	-	-	-	-	-	-	-	-		-	-	1	2	-	-	-	-	36
SAT 331	Introduction to Portfolio Development and Career Planning (Animation)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	36
SAT 322	Ethics, Privacy and Online Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	24
SAT 332	Introduction to Portfolio Development and Career Preparation (Social Media)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	36
	Grand Total	2	4	3	4	2	4	3	4	3	4	2	4	2	4	2	3	3	3	2208

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PROGRAMME	: NATIONAL TECHNICA	L CERTIFICATE IN SOCIAL MEDIA	& ANIMATION TECHNOLOGY	
MODULE 1: In	troduction to Social Med	ia	COURSE CODE: SAT 111	CONTACT HOURS: 36
<b>YEAR:</b> 1	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours	·
			Practical: 24 Hours	
GOAL: This n	nodule is designed to pro	vide trainees with the knowledge	of the Fundamentals of Social Media	
	History and Evolution of S	n of this module, the students should Social Media		
2.0. Know the	general Overview of Majo	r Social Media Platforms		
3.0. Understa	nd the Impact of Social Me	edia on Society and Culture		
4.0. Understa	nd the uses of Social Medi	a as Responsible Digital Citizens		

MODUI	E 1: Introduction to Social Media			COURSE CODE: SAT 1	11 CONTACT H	IOURS: 36
YEAR:	1 <b>TERM:</b> 1	PRE: REQUISITE		Theoretical: 12 Hours	·	
				Practical: 24 Hours		
GOAL:	This module is designed to provide tra	ainees with the knowledge	of the Fundam	entals of Social Media		
	Theoretica	l Content		Pi	ractical Content	
GENER	AL OBJECTIVE 1.0: Know the History	of Social Media				
Week	Specific Learning	<b>Teachers Activities</b>	Learning	Specific Learning	Teachers	Learning
	Outcome		Resources	Outcome	Activities	Resources
1-2	1.1 Define Social Media	Explain Social Media	Textbooks,	Identify:	Guide the Student	Internet-
			Internet,	<ul> <li>Email</li> </ul>	to identify:	Router
	1.2 Explain the History and Evolution	Discuss the evolution of	Multimedia	<ul> <li>Chatrooms</li> </ul>	<ul> <li>Email</li> </ul>	Computer
	of Social Media	Social Media	Projector,	<ul> <li>Online</li> </ul>	<ul> <li>Chatrooms</li> </ul>	Projector
			Marker board,	Forums	<ul> <li>Online</li> </ul>	
	1.3 Explain the Key milestones in	Explain the Key	Marker		Forums	
	Social Media History	Milestones in Social				
	Explain:	Media History				
	<ul> <li>email</li> </ul>	Explain:				
	<ul> <li>chatrooms</li> </ul>	<ul> <li>email</li> </ul>				
	<ul> <li>online forums</li> </ul>	<ul> <li>chatrooms</li> </ul>				
		<ul> <li>forums</li> </ul>				
	1.4 Explain the Technological	Explain the				
	Advancements	Technological				
		Advancements				
GENER	AL OBJECTIVE 2.0: Know the General	<b>Overview of Major Social I</b>	edia Platform			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-5	2.1 Explain Social Media Platforms	Explain Social Media	Textbooks,	Compare and contrast	Guide learners to	Computer
		Platforms	Internet,	the different Social	Compare and	System,
			Multimedia		contrast the	Pictures,

	<ul> <li>2.2 List different Social Media Platforms and their Applications:</li> <li>YouTube</li> <li>Facebook</li> <li>TikTok</li> <li>Instagram</li> <li>WhatsApp</li> <li>X, etc</li> </ul>	Explain the different Social Media Platforms: • YouTube • Facebook • TikTok • Instagram • WhatsApp • X, etc	Projector, Marker Board, Marker	Media Platforms namely: YouTube Facebook TikTok Instagram WhatsApp X, etc	different Social Media Platforms namely: • YouTube • Facebook • TikTok • Instagram • WhatsApp • X, etc	Videos, Projector Flip Chart Films, Diagrams
	2.3 Explain the importance of Social Media Platforms	Discuss the importance of Social Media Platforms				
GENER	AL OBJECTIVE 3.0: Understand the Im	pact of Social Media on So	ociety and Culture			
6-9	3.1 Explain the Positive Impact of Social Media on Society and Culture	Explain the Positive Impact of social media on Society and Culture Explain the role of	Textbooks, Internet, Multimedia Projector, Marker board,			
	3.2 Explain the role of social media in shaping society and culture	social media in shaping society and culture	Marker			
	3.3 List the Benefits of Social Media	Explain the Benefits of Social Media				
GENER	AL OBJECTIVE 4.0: Understand the use	e of Social Media as Respo	onsible Digital Citiz	zens		
10-12	4.1 Define Digital Citizen	Explain Digital Citizen	Textbooks, Internet, Multimedia Projector,			

4.2 Explain how to use Social Media as a Digital Citizen	Explain how to use Social Media as a Digital Citizen	Marker board, Marker		
4.3 Explain online privacy and social media etiquette	Explain online privacy and social media etiquette			

MODULE 2: Soc	cial Media Strategy and B	randing	COURSE CODE: SAT 121	<b>CONTACT HOURS: 36</b>
<b>YEAR:</b> 1	<b>TERM:</b> 2	PRE: REQUISITE:	Theoretical: 12 Hours	
			Practical: 24 Hours	
GOAL: This m	odule is designed to provi	de the students with the knowledg	e and skills of Social Media Strategies a	and Branding
GENERAL OBJ	ECTIVES: On completion of	of this module, the trainee should be	able to:	
	ECTIVES: On completion of Personal and Professional I		able to:	
1.0. Know the I		Branding	able to:	
1.0. Know the P 2.0. Know the <sup>-</sup>	Personal and Professional I	Branding jement Strategies	able to:	

MODUL	E: Social Media S	trategy and Branding			COURSE CODE: SAT 1	L21 CO	<b>DNTACT HOURS: 36</b>				
YEAR:	1	TERM: 2	PRE: REQUISITE	•	Theoretical: 12 Hours	·					
					Practical: 24 Hours						
1.1 <b>GO</b>	AL: This module	is designed to provid	le the students with t	he knowledge	e and skills of Social Med	lia Strategies a	nd Branding				
		Theoretical Co				ractical Content					
GENER	AL OBJECTIVE 1.0	): Know the Personal a	nd Professional Brandir	ng							
Week	Specific Learnin	g	Teachers	Learning	Specific Learning	Teachers	Learning				
	Outcome		Activities	Resources	Outcome	Activities	Resources				
1-2	1.2 Define Perso Branding	onal and Professional	Explain Personal and Professional Branding	Computer, Textbooks, Internet, Multimedia Projector, Marker board,			Computer, Software packages, Videos, Multimedia Projector,				
	•	to create a template and Professional	Explain how to create a template for Personal and Professional Branding	Marker	Demonstrate how to create a template for Personal and Professional Branding	Guide the Learner to demonstrate th use of online Applications in	Flip Chart, Pictures, Films, Diagrams,				
		nportance of Personal onal Branding	Explain the importance of Personal and Professional Branding			Personal and Professional Branding					
GENER	AL OBJECTIVE 2.0	): Know the Target Aud	ience and Engagement	Strategies			I				
3-5		rget Audiences and	Explain the Target Audience and	Computer, Textbooks, Internet,							

	<ul> <li>2.2 Explain Audience Engagement Strategies</li> <li>2.3 Explain how to reach Target Audience</li> </ul>	Engagement Strategies Explain the Audience Engagement Strategies Explain how to reach Target Audience	Multimedia Projector, Marker board, Marker	Demonstrate the process of audience engagement on Social Media Platforms	Guide Learners to Demonstrate how to use engagement for their Target Audience	Computer Software packages
6-9	<ul> <li><b>RAL OBJECTIVE 3.0: Know the Unique So</b></li> <li>3.1 Explain Social Media Identity</li> <li>3.2 Explain how to create a unique identity using: <ul> <li>Graphics</li> <li>Images</li> <li>Videos</li> <li>Tones</li> <li>Colours</li> </ul> </li> <li>3.3 List the importance of Social Media Identity</li> </ul>	Explain Social Media Identity Explain how to create a unique identity using: Graphics Graphics Images Videos Tones Colours Explain the importance of Social Media Identity	Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker	Demonstrate using graphic software packages to create Social Media Identity	Guide Learners to Demonstrate how to use the following: Graphics Images Videos Tones Colours for Social Media Identity	Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures, Films, Diagrams,

GENER	AL OBJECTIVE 4.0: Know how to Develo	p Content Calendar				
10-12	<ul><li>4.1 Define a Content Calendar</li><li>4.2 Explain the Basic of a Content Calendar for Planning Posts</li></ul>	Explain a Content Calendar Explain the basic of a Content Calendar for Planning Posts	Journals, Internet, Computer, Textbooks Multimedia Projector, Marker board,			Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures,
	4.3 Explain how to set timing for content posting	Explain how to set time for content posts	Marker	Demonstrate the processes of developing Content Calendar	Guide Learners to Demonstrate how to set timing for planning Posts	Films, Diagrams,

MODULE 3: Col	ntent Creation and Storyt	elling	COURSE CODE: SAT 131	<b>CONTACT HOURS: 36</b>			
YEAR: 1	<b>TERM:</b> 3	PRE: REQUISITE:	Theoretical: 12 Hours				
		Practical: 24 Hours					
GOAL: This mo	dule is designed to provid	le trainee with the knowledge and sl	kills to create engaging content, craft co	ompelling stories, and use			
	tive writing and visuals.	C					
GENERAL OBJ	ECTIVES: On completion of	of this module, the trainee should be a	able to:				
GENERAL OBJ	ECTIVES: On completion of	of this module, the trainee should be a	able to:				
	<b>ECTIVES:</b> On completion of Basics of Storytelling in Soc		able to:				
1.0. Know the I	Basics of Storytelling in Soc	cial Media.	able to:				
1.0. Know the I		cial Media.	able to:				
1.0. Know the l 2.0. Know how	Basics of Storytelling in Soc	cial Media. ions and Use of Hashtags.	able to:				

MODUL	E 3: Content Creation and Storytelling			COURSE CODE: 131	C	ONTACT HOURS: 36
YEAR:	1 <b>TERM:</b> 3	PRE: REQUISITE:		Theoretical: 12 Hours		
				Practical: 24 Hours		
GOAL: 1	This module is designed to provide traine writing and visuals.	ee with the knowledge a	nd skills to crea	te engaging content, craf	t compelling s	tories, and use effec
	Theoretical (	Content			Practical Con	tent
GENER	AL OBJECTIVE 1.0: Know the Basics of	Storytelling in Social Me	dia			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
1-2	1.1 Explain the Basics of Storytelling in	Explain the Basics of	Computer,			Computer,
	Social Media:	Storytelling namely:	Textbooks,			Software,
	Character	<ul> <li>Character</li> </ul>	Internet,			Videos,
	<ul> <li>Conflict</li> </ul>	<ul> <li>Conflict</li> </ul>	Multimedia			Multimedia
	<ul> <li>Resolution</li> </ul>	<ul> <li>Resolution</li> </ul>	Projector,			Projector,
			Marker board,			Flip Chart,
	1.2 Explain how to apply storytelling		Marker			Pictures,
	structures using: Hook-Build-	Explain how to apply				Films,
	Resolution in short- content form	storytelling structures using:				Diagrams,
	1.3 Explain the importance of Emotion	Hook-Build-Resolution				
	in Storytelling using:	in short- content form				
	<ul> <li>Inspiration</li> </ul>					
	<ul> <li>Humor</li> </ul>					
	<ul> <li>Suspense</li> </ul>					

	1.4 Explain how Influencers use Storytelling to engage Audience	Explain the importance of Emotion in Storytelling using: Inspiration Humor Suspense Explain how Influencers use Storytelling to engage target audience		Demonstrate the Use of storytelling structure to create engagement	Guide Learners to Demonstrate how to write a short engaging social media story using three-act structure	
GENER	AL OBJECTIVE 2.0: Know how to write I	Engaging Captions and L	Jse Hashtags			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-5	2.1 Define Captions and Hashtags with	Explain the Captions	Computer,			Computer,
	examples	and Hashtags with	Textbooks,			Software,
		examples	Internet,			Videos,
			Multimedia			Multimedia
			Projector,			Projector,
			Marker board,			Flip Chart,
			Marker			Pictures,

	2.2 Explain the importance of	Discuss the				Films,
	<ul> <li>2.4 Explain the importance of captions in boosting engagement.</li> <li>2.4 Explain Caption Writing Techniques, including: <ul> <li>Strong hook</li> <li>Call to Action (CTA)</li> <li>Short vs. Long-Form</li> </ul> </li> <li>2.5 List type of Hashtags and the rules governing their use on different platforms</li> </ul>	<ul> <li>importance of captions in boosting engagement.</li> <li>Explain Caption Writing Techniques, including: <ul> <li>Strong hook</li> <li>Call to Action (CTA)</li> <li>Short vs. Long-Form</li> </ul> </li> <li>Explain the type of Hashtags and the rules governing their use on different platforms</li> </ul>		Demonstrate how to write a Caption for X, Youtube, Facebook, Instagram, and compose 5 relevant Captions Demonstrate how to write a Hashtags for X, Youtube, Facebook, Instagram, and compose 5 relevant Hashtags	Guide Learners to Demonstrate how to use Captions on different Social Media Platforms Guide Learners to Demonstrate how to use Hashtags on different Social Media Platforms	Diagrams,
	AL OBJECTIVE 3.0: Know Photography		1			•
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
6-10	3.1 Explain the role of visuals in	Explain the role of	Journals,			Camera Chain,
	Content creation	visuals in Content	Internet,			Audio Chain,
		creation	Computer,			Light Chain,

		Textbooks,			Production Gear,
		Multimedia			Computer,
3.2 Explain the Basic Photography	Explain the Basic	Projector,			Software
Principles in Social Media:	Photography	Marker board,			packages,
<ul> <li>Lighting</li> </ul>	Principles in Social	Marker			Script,
<ul> <li>Composition</li> </ul>	Media:				Storage Device,
<ul> <li>Video and Photo Editing</li> </ul>	<ul> <li>Lighting</li> </ul>				Videos,
Software.	<ul> <li>Composition</li> </ul>				Multimedia
	Video and Photo				Projector,
	Editing Software				Flip Chart,
	packages.				Pictures,
					Electronic
3.3 Explain Video Basics for Social	Explain Video Basics				Board,
Media	for Social Media			Guide Learners	
			Demonstrate using	to	
	Explain how to shoot		Camera,	Demonstrate	
3.4 Explain how to shoot engaging	engaging videos using:		Video Editing Software	how to use	
videos using:	<ul><li>shots</li><li>Angles</li></ul>		and Writing short story	Camera and	
<ul><li>shots</li><li>Angles</li></ul>	<ul> <li>Angles</li> <li>Transitions</li> </ul>			Editing	
<ul> <li>Angles</li> <li>Transitions</li> </ul>	<ul> <li>Storytelling</li> </ul>			Applications to	
<ul> <li>Storytelling</li> </ul>				produce	
, ,				engaging	
				Videos for	
				Social Media	
				Platforms	

	<ul> <li>3.5 Explain the importance of Aspect Ratios:</li> <li>9:16 for Stories,</li> <li>1:1 for Instagram posts</li> <li>16:9 for YouTube Videos</li> </ul>	Explain the importance of Aspect Ratios: 9:16 for Stories 1:1 for Instagram posts 16:9 for YouTube Videos		Demonstrate the Process of Capturing and Editing a photo or short video for Instagram and TikTok.	Guide Learners to Demonstrate how to use Video and Still Cameras to Capture images with the appropriate Aspect Ratios	
GENER	AL OBJECTIVE 4.0: Understand Viral So	cial Media Campaigns				
11-12	<ul> <li>4.1 Explain what makes content go viral:</li> <li>Relatability</li> <li>Emotion</li> <li>Shareability</li> </ul>	Explain what makes content go viral: • Relatability • Emotion • Shareability	Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker			

4.2 Explain Successful Viral	Explain Successful		
Campaigns, such as:	Viral Campaigns, such		
<ul> <li>Tiktok Challenge</li> </ul>	as:		
<ul> <li>Brand Campaign</li> </ul>	<ul> <li>Tiktok</li> </ul>		
<ul> <li>Social Media Movement</li> </ul>	Challenge		
	<ul> <li>Brand</li> </ul>		
	Campaign		
	<ul> <li>Social Media</li> </ul>		
	Movement		
4.3 Explain how brands leverage			
trends, humor and influencers to	Discuss how brands		
gain visibility.	leverage trends,		
	humor and influencers		
	to gain visibility.		

MODULE 4: Intr	oduction to Animation and I	Digital Media	COURSE CODE: SAT 122	<b>CONTACT HOURS: 48</b>
<b>YEAR:</b> 1	<b>TERM:</b> 2	PRE: REQUISITE:	Theoretical: 24 Hours	
			Practical: 24 Hours	
GOAL: This mo	dule is designed to provide	trainee with the knowledge and ski	ills of Animation, Digital Media and Digita	l Media
GENERAL OBJE	<b>CTIVES:</b> On completion of t	his module, the trainee should be abl	e to:	
	<b>CTIVES:</b> On completion of the Animation and Digital Media		e to:	
1.0. Understand	Animation and Digital Media			
1.0. Understand 2.0. Understand	Animation and Digital Media	nd Digital Media (Film, Games, Advert		

MODUL	E 4: Introduction to Animation and Dig	gital Media			COURSE CODE: SAT	122	CONT	ACT HOURS: 48
YEAR:	L <b>TERM:</b> 2	F	PRE: REQUISITE:	The	neoretical: 24 Hours			
				P	ractical: 24 Hours			
GOAL:	This module is designed to provide tra	ainee with the know	ledge and skills of A	nima	ation, Digital Media an	d Digita	l Media	
	Theoretical	l Content			F	ractica	l Content	:
GENER	AL OBJECTIVE 1.0: Understand Animat	ion and Digital Media	ì					
Week	Specific Learning	Teachers	Learning		Specific Learning	Teac	hers	Learning
	Outcome	Activities	Resources		Outcome	Activ	vities	Resources
1-2	1.1 Define Animation and how it	Explain Animation	and Computers					
	applies to different industries	how it applies to	Textbook,					
		different industries	s Internet,					
			Multimedia					
	1.2 Explain the difference between	Discuss the differen	nce Projector,					
	Animation and Digital Media	between Animatior	n and Marker board	,				
		Digital Media	Marker					
	1.3 Explain how animation is used in:	Explain how anima is used in:	ation					
	<ul> <li>Entertainment</li> <li>Video Games</li> <li>Advertising &amp; Marketing</li> <li>Social Media</li> </ul>	<ul> <li>Entertainm</li> <li>Video Gam</li> <li>Advertising</li> <li>Marketing</li> <li>Social Med</li> </ul>	g &					

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-5	<ul> <li>2.1 List Career Paths in Animation and Digital Media:</li> <li>2D Animator</li> <li>3D Animator</li> <li>Storyboard Artist</li> <li>Motion Graphics Designer.</li> <li>Visual Effects (VFX) Artist</li> <li>Game Animator</li> <li>Freelance Animator</li> <li>Content Creator</li> </ul>	Explain the Career Paths in Animation and Digital Media: 2D Animator 3D Animator Storyboard Artist Motion Graphics Designer Visual Effects (VFX) Artist Game Animator Freelance Animator Content Creator	Computer, Textbooks, Internet, Multimedia Projector, Marker Board, Marker			
	2.2 Explain the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing.	Discuss the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing.				

	2.3 Explain Freelancing vs. Studio	Explain Freelancing vs.				
	Jobs	Studio Jobs				
		Discuss how to choose				
	2.4 Explain how to choose a career in	a career in animation				
	animation and research its job	and research its job				
	roles, required skills and salary	roles, required skills				
	expectations.	and salary				
		expectations.				
GENER	AL OBJECTIVE 3.0: Know the Tradition	al and Digital Animation				
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
6-9	3.1 Describe the evolution of	Explain the evolution of	Journals,			Computer,
	animation from hand-drawn	animation from hand-	Internet,			Videos
	techniques to digital methods.	drawn techniques to	Computer,			Projector,
		digital methods.	Textbooks,			Slides,
			Multimedia			Pictures,
	3.2 List the type of Animations	Explain the Various	Projector,	Identify the types of	Guide the	Videos,
		types of Animations	Marker Board,	Animations	Learners to	Electronic
			Marker		identify types of	Board
					Animations	
		Explain the advantages				
	3.3 Explain the advantages and	and challenges of each				
	challenges of each animation	animation method				
	method					
					Guide the	
					Learners to	

	3.4 Explain the differences between Traditional and Digital Animation AL OBJECTIVE 4.0: Know the Basic Too	1		Demonstrate the difference in Traditional and Digital Animation Blender, Toon Boom, Af	demonstrate the difference in Traditional and Digital Animation ter Effect)	
10-12	<ul> <li>4.1 Explain the industry-standard software packages for animation and digital media</li> <li>4.2 Identify the Interface and the difference between these basic Animation Software: <ul> <li>Adobe Animate</li> <li>Toon Boom Harmony</li> <li>Blender</li> <li>Autodesk Maya</li> <li>After Effects</li> </ul> </li> <li>4.3 Explain the basic functions of each software and when to use them.</li> </ul>	Explain the industry- standard software packages for animation and digital media Describe the Interface and the difference between these basic Animation Software: • Adobe Animate • Toon Boom Harmony • Blender • Autodesk Maya • After Effects Explain the basic functions of each software and when to use them.	Journals, Internet, Computer, Textbook Multimedia Projector, Marker Board, Marker	Identify the types of Animation Software packages, Interfaces, and difference	Guide learners to identify the types of Animation Software packages	Computer, Software, Videos Projector, Flip Chart, Pictures, Videos, Electronic Board

MODIII F 5. P	rinciples of Animation		COURSE CODE: SAT 132	CONTACT HOURS: 36
YEAR: 1	TERM: 3	PRE: REQUISITE:	Theoretical: 12 Hours	
		•	Practical: 24 Hours	
GOAL: This r	nodule is designed to pro	ovide trainee with the knowledge a	nd skills to create smooth and realistic	movement, keyframing, an
cor	nplete a simple bouncing	ball animation.		
GENERAL OB	JECTIVES: On completio	n of this module, the trainee should b	be able to:	
		n of this module, the trainee should l Squash, Stretch, Anticipation, Timing		
1.0. Know the		Squash, Stretch, Anticipation, Timing		
1.0. Know the 2.0. Know Fra	principles of Animation ( me Rates and Keyframing	Squash, Stretch, Anticipation, Timing	g, etc.)	

MODULE 5: Principles of Animation				<b>COURSE CODE: 132</b>	CONTACT H	OURS: 36
YEAR: 1	1 <b>TERM:</b> 3	PRE: REQUISITE:		Theoretical: 36 Hours	·	
				Practical: 48 Hours		
	This module is designed to provid mplete a simple bouncing ball ani		wledge and ski	ills to create smooth and	realistic moveme	nt, keyframiı
	Theoretical	Content		Р	ractical Content	
GENER	AL OBJECTIVE 1.0: Know the principl	es of Animation (Squash	, Stretch, Antici	pation, Timing, etc.)		-
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
1-4	1.1 Explain why animation principles	Explain why animation	Computer,			Computer,
	are important for creating	principles are	Textbooks,			Software,
	believable movement.	important for creating	Internet,			Projector,
		believable movement.	Multimedia			Flip Chart,
			Multimedia			Pictures,
			Projector,			Videos,
			Marker board,			Electronic
	1.2 Identify the 12 Principles of	Discuss the 12	Marker			Board,
	Animation developed by Disney	Principles of Animation		Demonstrate the 12	Guide learners to	Ping Pong,
	animators Frank Thomas & Ollie	developed by Disney		Principles of	Demonstrate the	Table Tennis
	Johnston:	animators Frank		Animation developed	12 Principle of	Bats,
	<ul> <li>Squash &amp; Stretch</li> </ul>	Thomas & Ollie		by Disney animators	Animation	Paper,
	<ul> <li>Anticipation</li> </ul>	Johnston:		Frank Thomas & Ollie	developed by	Pencil,
	<ul> <li>Staging</li> <li>Straight About 2 Provide</li> </ul>			Johnston:	Disney animators	Images
	<ul> <li>Straight Ahead &amp; Pose-to- Pose</li> </ul>	<ul> <li>Squash &amp; Stretch</li> </ul>		Squash & Stretch	Frank Thomas &	
	Pose	<ul> <li>Anticipation</li> </ul>		<ul> <li>Anticipation</li> </ul>	Ollie Johnston	

Follow-Through & Staging Staging • Straight Ahead & Straight Ahead & **Overlapping Action** Slow In & Slow Out Pose-to-Pose Pose-to-Pose Arcs Follow-Through & Follow-Through & • Secondary Action **Overlapping Action** Overlapping Timing Action Slow In & Slow Out Exaggeration Slow In & Slow Arcs Solid Drawing Out Secondary Action Appeal Arcs Timing Secondary Action Exaggeration Solid Drawing Timing Exaggeration Appeal Solid Drawing Appeal Explain each principle Guide Learners to Demonstrate the and identify how they Demonstrate Animation process of improve animation each principle each principle using and how it 1.3 Describe each principle and videos, illustration and improves identify how they improve images Animation animation

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
5-7	<ul> <li>2.1 Define Frame Rates and Keyframing</li> <li>2.2 Explain frame rates and their impact on animation smoothness: <ul> <li>24 FPS (frames per second)</li> <li>30 FPS</li> <li>12 FPS</li> </ul> </li> </ul>	Explain Frame Rates and Keyframing Explain frame rates and their impact on animation smoothness: 24 FPS (frames per second) 30 FPS	Computer, Textbooks, Internet, Multimedia Projector, Marker board, Marker	Identify frame rates and their impact on animation smoothness: 24 FPS (frames per second) 30 FPS 12 FPS	Guide the Learner to identify frame rates and their impact on animation	Computer Software, Video Projector, Slides, Pictures, Videos, Electronic Board
	<ul> <li>2.3 Explain the keyframing basics:</li> <li>Keyframes</li> <li>In-Betweening (Tweening)</li> <li>Easing in &amp; out</li> </ul>	<ul> <li>12 FPS</li> <li>Explain the keyframing basics: <ul> <li>Keyframes</li> <li>In-Betweening (Tweening)</li> <li>Easing in &amp; out</li> </ul> </li> </ul>		Demonstrate the Animation of a simple movement (e.g., a bouncing ball or waving hand) using keyframes in Animation Software: • Blender • Adobe Animate • Toon Boom Harmony	smoothness: 24 FPS (frames per second) 30 FPS 12 FPS Guide the Learners to demonstrate how to apply Keyframes	

Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
	animation from hand-drawn	of animation from	Camera,			Computer,
	techniques to digital methods.	hand-drawn	Computer,			Software,
		techniques to digital	Software,			Camera,
		methods.	Textbook,			Video
			Multimedia			Projector,
			Projector,			Slides,
			Marker board,			Pictures,
	3.2 Explain the basics of hand-drawn (frame-by-frame) 2D animation:	Explain the basics of hand-drawn (frame- by-frame) 2D	Marker,			Videos,
			Onions,	Carry out Frame by	Guide learners to	Electronic
				Frame Animation (2D	carry out frame	Board,
		by-frame/2D		Animation)	by frame	Onions

	Events in the desires of	Marker,			Videos,
<ul> <li>3.2 Explain the basics of hand-drawn (frame-by-frame) 2D animation:</li> <li>Using onion skinning to see previous frames.</li> <li>Drawing key poses first, then adding in-between frames.</li> </ul>	<ul> <li>Explain the basics of hand-drawn (frame-by-frame) 2D animation:</li> <li>Using onion skinning to see previous frames.</li> <li>Drawing key poses first, then adding inbetween frames.</li> </ul>	Onions,	Carry out Frame by Frame Animation (2D Animation) using Onions as a module	Guide learners to carry out frame by frame animation using Onions as a module	Electronic Board, Onions, Paper, Clay, Puppets, Mobile Phone
3.3 Define Stop-Motion Animation					

	Explain Stop-Motion		
<ul> <li>3.4 Explain stop-motion animation techniques:</li> <li>Capturing individual frames of real objects (clay, paper, puppets).</li> <li>Adjusting characters slightly between each shot to create motion.</li> <li>Using software like Dragon frame or mobile apps for stop-motion animation</li> </ul>	<ul> <li>Animation</li> <li>Explain stop-motion animation techniques: <ul> <li>Capturing individual frames of real objects (clay, paper, puppets).</li> </ul> </li> <li>Adjusting characters slightly between each shot to create motion.</li> <li>Using software like Dragon frame or mobile apps for stop-motion animation</li> </ul>	Carry out Stop- Moti Animation Techniqu using Clay, Puppets Paper as a module	e
3.5 Explain the pros & cons of 2D hand-drawn vs. stop-motion animation.	Explain the pros & cons of 2D hand-drawn vs. stop-motion animation.		

L-12	4.1 Explain the 12 principles of	Explain the 12	Internet,			
	animation to create a bouncing	principles of	Computer,			
	ball animation.	animation to create a	Textbooks,			
		bouncing ball	Multimedia			
		animation.	Projector,			
			Marker board,			
	4.2 Explain how to show weight and	Explain how to show	Marker,	Carry out the Weight	Demonstrate the	Computer,
	gravity by adjusting squash &	weight and gravity by	Tennis Balls	and Gravity Principle	Weight and	Software,
	stretch.	adjusting squash &		of Animation	Gravity principle	Video
		stretch.		Technique	of Animation	Projector,
					Technique	Flip Chart,
	4.3 Explain the Use of keyframes and	Explain the Use of				Pictures,
	in-betweens to create smooth	keyframes and in-				Videos,
	movement.	betweens to create				Electronic
		smooth movement.				Board,
						Bouncing Bal
						Ping Pong
	4.4 Explain how to adjust timing and			Carry out the Weight	Guide the	
	spacing to make the bounce look	Explain how to adjust		and Gravity	Learners to carry	
	natural.	timing and spacing to		Technique, Timing and	out bouncing ball	
		make the bounce look		Spacing, use of	with realistic	
		natural.		Keyframe and in-	motion, using	
				betweens	squash & stretch	

			Guide the	
	Explain how to render	Demonstrate how to	Learner to	
4.5 Explain how to render the final	the final animation and	render the final	Demonstrate	
animation and review	review improvements	animation and review	how to render	
improvements.		improvements	the final	
			animation and	
			review	
			improvements	

MODULE 6:	Introduction to Storyt	elling and Concept Development	COURSE CODE: SAT 112	<b>CONTACT HOURS: 36</b>
<b>YEAR:</b> 1	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours	
			Practical: 24 Hours	
GOAL: This	module is designed to	o provide the trainee with the knowle	dge and skills to develop compelling c	haracters, write engaging
so	ripts, create storyboa	rds, and design mood boards and ani	matics.	
GENERAL O	BJECTIVES: On comp	letion of this module, the trainee should	d be able to:	
	<b>BJECTIVES:</b> On comp reating compelling Cha		d be able to:	
1.0. Know C		racters and Narratives	d be able to:	
1.0. Know C 2.0. Know Se	reating compelling Cha	racters and Narratives Rigging	d be able to:	

MODULI	E 6: Introduction to Storytelling and	<b>Concept Development</b>		COURSE CODE: SAT	112	<b>CONTACT HOURS: 36</b>
YEAR: 1	<b>TERM:</b> 1	PRE: REQUISITE:		Theoretical: 12 Hours Practical: 24 Hours		
	This module is designed to introduc storyboards, and design mood board	how to develop c	ompelling characters, wri	te engaging s	cripts, create	
	Theoretica				Practical Con	tent
	AL OBJECTIVE 1.0: Know Creating c			Cussifie Learning	Teachers	Learning
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Activities	Learning Resources
1-3	1.1 Define Storytelling with compelling Characters and Narrative	Explain Storytelling with compelling Characters and Narrative	Computer, Textbook, Internet, Multimedia Projector, Marker board,			
	1.2 Explain the importance of storytelling in animation and digital media	Discuss the importance of storytelling in animation and digital media	Marker, Books,			
	<ul><li>1.3 Explain the key Elements of a great Story:</li><li>Character</li></ul>	Explain the key Elements of a great Story:				

<ul> <li>Conflict</li> <li>Resolution</li> <li>1.4 Explain Character Development Techniques:         <ul> <li>Character Backstory</li> <li>Visual Design</li> <li>Expressions and movements</li> </ul> </li> </ul>	<ul> <li>Character</li> <li>Conflict</li> <li>Resolution</li> <li>Explain Character</li> <li>Development</li> <li>Techniques:         <ul> <li>Character</li> <li>Backstory</li> <li>Visual Design</li> <li>Expressions</li></ul></li></ul>			
<ul> <li>1.5 Explain the different story structures using: <ul> <li>The Three-Act Structure (Setup, Conflict, Resolution).</li> <li>The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>).</li> </ul> </li> </ul>	<ul> <li>Explain the different story structures using:</li> <li>The Three-Act Structure (Setup, Conflict, Resolution).</li> <li>The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>).</li> </ul>	Illustrate the Concept and processes using The Three-Act Structure with classic storytelling	Guide the Learner Illustrate the Concept and processes using The Three-Act Structure with classic storytelling	Internet- Router, Computer, Software, Projector, Flip Chart, Pictures, Videos, Electronic Board, Papers, Books, Script,

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Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
4-7	2.1 Explain the Basics of Scriptwriting for Animation	Explain the basics of scriptwriting for animation	Books, Internet- Router, Multimedia			
	<ul> <li>2.2 Explain writing in a screenplay format using:</li> <li>Scene descriptions</li> <li>Dialogue</li> <li>Actions</li> </ul>	Explain writing in a screenplay format using: Scene descriptions Dialogue Actions	Projector, Video, Story books, Papers			
	<ul> <li>2.3 Explain the role of a storyboard:</li> <li>Visual blueprint</li> <li>Camera angles, character poses, and key actions.</li> <li>Plan shots and movements.</li> </ul>	<ul> <li>Discuss the role of a storyboard:</li> <li>Visual blueprint</li> <li>Camera angles, character poses, and key actions.</li> <li>Plan shots and movements.</li> </ul>		Illustrate a One-page script and story board with Visual Blueprint,	Guide the learners to Illustrate a One page script and story board with	Computer, Software, Internet- Router, Projector,

<ul> <li>2.4 Explain how to create a storyboard using:</li> <li>Rough sketches of key scenes.</li> <li>Use arrows to indicate movement.</li> <li>Write brief Scene Descriptions and Dialogue.</li> </ul>	<ul> <li>Discuss how to create a storyboard using:</li> <li>Rough sketches of key scenes.</li> <li>Use arrows to indicate movement.</li> <li>Write brief Scene Descriptions and Dialogue.</li> </ul>	camera Angles, Plan shots and Movemen	Flip Chart, Pictures, Videos, Electronic Board, Papers, Script,
2.5 List Types of Story Board Tools Like: • Toon Boom Storyboard Pro • Adobe Photoshop • Traditional Paper Sketches.	Explain the types of Story Board Tools Like: • Toon Boom Storyboard Pro • Adobe Photoshop • Traditional Paper Sketches.		

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
8-11	Outcome         3.1 Define Mood Board         3.2 Explain how a Mood Board helps establish the artistic style of an animation         3.3 Explain how to create a Mood Board using:         • Collect images, color palettes, and textures.         • Define the overall look and feel (cartoonish, realistic, stylized, etc.)         3.4 Explain the steps to create an animatic:         • Scan or create digital storyboard frames.         • Arrange them in video editing software	ActivitiesExplain Mood BoardExplain how a MoodBoard helps establishthe artistic style of ananimationExplain how to create aMood Board using:• Collect images, colorpalettes, andtextures.• Define the overalllook and feel(cartoonish,realistic, stylized,etc.)Explain the steps tocreate an animatic:• Scan or createdigital storyboardframes.	Resources Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker, Papers	Outcome         Demonstrate the         Process of creating         Mood Boards using         Images, Color Palettes         and Textures.	Activities Guide the Learner to Demonstrate the Process of creating Mood Boards using Images, Color Palettes and Textures.	Resources Computer Software Videos Projector Slides Pictures Electronic Board Papers Script Microphone

	<ul> <li>(Premiere Pro, Toon Boom, or After Effects).</li> <li>Add rough voiceovers, sound effects, or background music.</li> </ul>	<ul> <li>Arrange them in video editing software (Premiere Pro, Toon Boom, or After Effects).</li> <li>Add rough voiceovers, sound effects, or background music.</li> </ul>	Demonstrate using Software, to arrange, Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video.	Guide the learners to demonstrate, using Software, to arrange Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video.	
	<b>JECTIVE 4.0:</b> Develop Storyte	lling Skills		1	I
12			Identify a workable Concept	Guide the learner to identify a workable concept	Computer, Software, Videos, Projector,
			Demonstrate how to write a Script for a Short Animation	Guide the learner to demonstrate how to write a Script for a Short Animation	Slides, Pictures Videos Electronic Board Paper
			Demonstrate how to carry out a detailed Storyboard	Guide the Learner to carry out a detailed Storyboard	

PIODOLE /. V	isual Content and Video	Production	COURSE CODE: SAT 211	<b>CONTACT HOURS: 4</b>
<b>YEAR:</b> 2	<b>TERM:</b> 1	PRE: REQUISITE:	Theoretical: 24 Hours	
			Practical: 24 Hours	
GOAL: This n	nodule is designed to pro	ovide the trainee with knowledge a	nd skills on Content and Video Produc	tion
1.0. Know Car	nva, Adobe Premiere and	Adobe Audition		
		Adobe Audition stagram Stories, Reels, Short skits a	nd TikTok	
2.0. Know how		stagram Stories, Reels, Short skits a	nd TikTok	
<ul><li>2.0. Know how</li><li>3.0. Know the</li></ul>	v to create and engage In	stagram Stories, Reels, Short skits a and editing	nd TikTok	
.0. Know how	v to create and engage In	stagram Stories, Reels, Short skits a	nd TikTok	

MODULE 7: Visu	ual Content and Video Produ	Iction		COURSE CODE: SAT 2	11 CONT	ACT HOURS: 48	
<b>YEAR:</b> 2	TERM: 1	PRE: REQUISITE:		Theoretical: 24 Hours			
				Practical: 24 Hours			
GOAL: This mo	dule is designed to provide t	the trainee with knowled	ge and skills on (	Content and Video Product	ion		
	Theoretic	al Content		Ρ	ractical Content		
GENERAL OBJE	CTIVE 1.0: Know Canva, Ad	obe Premiere and Adobe	Audition				
Week Specifi	c Learning	Teachers	Learning	Specific Learning	Teachers	Learning	
Outcon	ne	Activities	Resources	Outcome	Activities	Resources	
and 1.2 Exp	fine Canva, Adobe Premiere d Adobe Audition. blain the Basics of graphics sign for social media using Canva Adobe Premiere Adobe Audition	Explain Canva, Adobe Premiere and Adobe Audition Explain the Basics of graphics design for social media using Canva Adobe Premiere Adobe Audition	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose.	Guide the Learner to identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose.	Computer, Software, Camera, Videos, Flip Chart,	

	1.3 Explain the interface, Tools and	Explain the interface,			Guide the Learner	
	the functions of:	Tools and the functions			to identify Canva,	
	<ul> <li>Canva</li> </ul>	of:		Identify Canva, Adobe	Adobe Premiere,	
	<ul> <li>Adobe Premiere</li> </ul>	<ul> <li>Canva</li> </ul>		Premiere, and Adobe	and Adobe	
	<ul> <li>Adobe Audition</li> </ul>	<ul> <li>Adobe Premiere</li> </ul>		Audition their	Audition, their	
		<ul> <li>Adobe Audition</li> </ul>		Interface, Tools and	Interface, Tools	
				functions.	and functions.	
GENER	AL OBJECTIVE 2.0: Know how to creat	te and engage Posts, Sho	 orts, Instagram sto	ries, reels and Tiktok		
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
5-6	2.1 Explain how to create Posts,	Explain how to create	Computer,	Identify the social	Guide the Learner	Internet-
	stories, reels, short skits and	Posts, stories, reels,	Multimedia	media platforms and	to identify the	Router,
	Tiktok video	short skits and Tiktok	Projector,	their distinct functions	social media	Mobile Phones,
		video	Textbooks,		platforms and	Computer,
			Internet,		their distinct	Software,
			Marker board,		functions	Projector
			Marker			writing book,
	2.2 Explain how to create an engaging	Explain how to create				Flip Chart
	content for Stories, Reels, Posts,	an engaging content				
	and Short Skits on the various	for Stories, Reels,		Develop an engaging	Guide the learner	
	Social Media Platforms	Posts and Short Skits		concepts and content	on how to	
		on the various Social		for Stories, Reels,	develop an	
		Media Platforms		Posts and Short Skits	engaging	
				on the Social Media	concepts and	
				Platforms	content for	
					Stories, Reels,	

Explain how to read comments, likes and reply followers to keep them engaged	Explain how to read comments, likes and replying followers to keep them engaged.		Identify the rationale behind checking comments and likes, and ways to reply.	Guide the leaner to identify the rationale behind checking comments and likes, and ways to reply.	
BJECTIVE 3.0: Know the Basic of ecific Learning tcome	f Video Scripting and Edit Teachers Activities	ting Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
Explain what is Video Scripting and Editing.	Explain Video Scripting and Editing	Computer, Multimedia Projector, Textbooks, Internet, Marker board	Carry out how to write a Short Video Script and Editing	Guide the Learner on how to write a Short Video Script and Editing Guide the Learner	Internet- Router, Computer, Software, Projector, Writing Book
			Marker board	Marker board	Marker board Guide the Learner

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	3.2 Explain how to conceptualize	and writing it in a script		Demonstrate how to	different script	
	story and writing it in a script	format		conceive and write	format.	
	format.			different script		
				Formats	Guide the Learner	
					on how to carry	
		Explain the various			out edit with	
	3.3 Describe the various types of	types of Script Editing			Video Editing	
	Script Editing Software packages	Software and how to			Software	
	and how to edit Videos using	edit Videos using them		Carry out edit with		
	them			Video Editing Software		
					Guide the Learner	
	3.4 Explain how to edit a video	Explain how to edit a			to carry out video	
	alongside the script.	video alongside the		Carry out video editing	Editing using	
		script.		using script	script	
GENER	AL OBJECTIVE 4.0: Know how to crea	te 30 Seconds Social Me	dia Video		I	1
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
11-12	4.1 Explain how to create a 30-	Explain how to create a	Computer,	Identify how to	Guide the Learner	Internet-Router
	second social media video.	30-second social	Multimedia	develop a Concept,	on how to	Computer,
		media video.	Projector,	Scripting, Video and	develop a	Software,
			Textbooks,	Sound Production, and	Concept,	Camera,
			Internet,	Editing	Scripting, Video	Mobile Phone,
			Marker board,		and Sound	Script,
			Marker		Production, and	Images,
					Editing	Videos,

4.2 Explain the use of camera and camera angles to tell a story.	Explain the use of camera and camera angles to tell a story.	Carry out video shots according to script	Guide the Learner on how to carry out video shots according to script	Storage Device, Flip Chart Paper
<ul> <li>4.3 Describe how to:</li> <li>Create a folder structure</li> <li>Log and Rename Footages</li> <li>Import Videos, Audios, Images and Sound in accordance with production script</li> </ul>	<ul> <li>Explain how to:</li> <li>Create a folder structure</li> <li>Log and Rename Footages</li> <li>Import Videos, Audios, Images and Sound in accordance with production script</li> </ul>	Identify how to <ul> <li>Create a folder structure</li> <li>Log and Rename Footages</li> <li>Import Videos, Audios Images and Sound in accordance with production script</li> </ul>	<ul> <li>Guide the Learner to identify how to</li> <li>Create a folder structure</li> <li>Log and Rename Footages</li> <li>Import Videos, Audios Images and Sound in accordance with production script</li> </ul>	

			Guide the Learner	
			on how to import	
			footages for	
			editing	
4.4 Explain how to edit on timeline	Explain how to edit on	Demonstrate how to		
using imported materials.	timeline using	import footages for		
	imported materials.	editing		
4.5 Explain Rendering and Exporting				
the final project.	Explain Rendering and			
	Exporting the final			
	project.			

FIODOLL 0.	Social Media Engagem	nent and Growth Strategy	COURSE CODE: SAT 212	<b>CONTACT HOURS: 36</b>
<b>YEAR:</b> 2	<b>TERM:</b> 1	PRE: REQUISITE:	Theoretical: 12 Hours	
			Practical: 24 Hours	
GOAL: This	module is designed to	o provide the trainee with the know	ledge and skills of Social Media Engager	nent and Collaboration
1.0. Know h	ow to Increase Engage	ment		
	00	ment nents and Manage Community Dynar		
2.0. 11000 11		nents and Manage Community Dynar	incs	
3.0. Know h	ow to Collaborate with	Influencers and Brands		

			TIFICATE IN SOCIAL ME	DIA & ANIMAT			
MODUL	E 8: Social Medi	a Engagement and Gr	owth Strategy		COURSE CODE: SAT 2	221 CO	NTACT HOURS:36
YEAR:	2	<b>TERM:</b> 2	PRE: REQUISITE:		Theoretical: 12 Hours		
					Practical: 24 Hours		
GOAL:	This module is a	lesigned to provide th	e trainee with the know	ledge and skill	s of Social Media Engagem	ent and Collaborat	ion
		Theoretical	Content		F	Practical Content	
GENER	AL OBJECTIVE 1	.0: Know how to incre	ase engagement				
Week	Specific Learni	ng	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome		Activities	Resources	Outcome	Activities	Resources
1-3	1.1 Define Socia	ll Media Engagement	Explain social Media	Multimedia			Internet-
	and how to	increase engagement.	engagement and how	Projector,			Router,
			to increase	Textbooks,			Computer,
			engagement	Internet,			Software,
				Marker board,			Camera,
	1.2 Explain wha	t engagement means		Marker			Sound
	in social me	dia and how to relate	Explain what		Identify major	Guide student to	production
	with other s	takeholders	engagement means in		stakeholders and how	identify	equipment,
			social media and how		to relate with them	stakeholders and	Lighting
			to relate with other		positively and achieve	demonstrate	instrument,
			stakeholders.		desired result.	content that can	Mobile Phones,
						appeal to audiend	e. Flip Chart,
							Videos,
							Images,
	1.3 Explain the I	Basics of engagement					
	and engage	ment techniques in			Create content of	Guide student to	
	social media	a using:			interest that can	create content of	

Engagement with stakeholders	Explain the Basics and	spark emotions and	interest that can
Comment bumps	engagement	participation.	spark emotions and
<ul> <li>followership</li> </ul>	techniques in social		participation which
<ul> <li>stories, short and live videos</li> </ul>	media using:		will translate into
	<ul> <li>Engagement with</li> </ul>		increased
	stakeholders		engagement.
	Comment bump		
	<ul> <li>followership</li> </ul>		
	<ul> <li>stories, short and</li> </ul>		
	live videos		
<ul> <li>1.4 Explain best practices in achieving increased engagement through:</li> <li>Interactive contents</li> <li>Shareable contents</li> <li>High-quality visuals/sounds</li> </ul>	Explain best practices in achieving increased engagement through: • Interactive content • Shareable content • High-quality visuals/sounds		
1.5 Explain variety of stakeholders in			
social media and list the basics	Explain variety of		
techniques of engagement in	stakeholders in social		
social media.	media and list the		
	basics techniques of		

		engagement in social				
		media.				
	1.6 Explain how to use quizzes and	Explain how to use				
	trivia to spark curiosity and invite	quizzes and trivia to				
	participation by using texts and	spark curiosity and				
	visuals.	invite participation by				
		using texts and				
		visuals.				
GENER	AL OBJECTIVE 2.0: Know how to resp	ond to Comments and M	lanage Communit	y Dynamics		
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
4-6	2.1 Define Community Management.	Define Community	Computer,			Internet-
		Management	Multimedia			Router,
			Projector,			Computer,
			Textbooks,			Software,
	2.2 Explain the importance of	Explain the	Internet,			Flip Chart,
	responding to comments, likes,	importance of	Marker board,			Videos,
	and share on social media	responding to	Marker			Images,
		comments, likes, and				
		share on social media				
		Explain strategies for				
	2.3 Explain strategies for community	community building				
	building and audience interaction.	and audience				
		interaction				

stakeholders in the social media ecosystem.	Illustrate the connection within the Social Media Ecosystem	Guide the Learner on how to Illustrate the connection within the Social	
	Social Media	the connection	
ecosystem.			
	Ecosystem	within the Social	
		Media Ecosystem	
Explain how to		Guide the Learner	
develop comments	Develop comments	to develop	
response strategy:	response strategy:	comments	
<ul> <li>Positive comments</li> </ul>	<ul> <li>Positive comments</li> </ul>	response strategy:	
<ul> <li>Negative or</li> </ul>	<ul> <li>Negative or</li> </ul>	<ul> <li>Positive</li> </ul>	
sensitive comments	sensitive	comments	
<ul> <li>Neutral comments</li> </ul>	comments	<ul> <li>Negative or</li> </ul>	
<ul> <li>Spam comments</li> </ul>	<ul> <li>Neutral comments</li> </ul>	sensitive	
	<ul> <li>Spam comments</li> </ul>	comments	
Explain the role of		<ul> <li>Neutral</li> </ul>	
hashtags, trends, and		comments	
online challenge in		<ul> <li>Spam comments</li> </ul>	
growing an audience.			
•			
hashtags across			
	<ul> <li>develop comments</li> <li>response strategy:</li> <li>Positive comments</li> <li>Negative or sensitive comments</li> <li>Neutral comments</li> <li>Spam comments</li> <li>Explain the role of hashtags, trends, and online challenge in</li> </ul>	develop comments response strategy:Develop comments response strategy:• Positive comments• Positive comments• Negative or sensitive comments• Negative or sensitive comments• Neutral comments• Neutral comments• Spam comments• Spam comments• Explain the role of hashtags, trends, and online challenge in growing an audience.• Spam comments• Explain the rules governing the use of• I I I I I I I I I I I I I I I I I I I	develop comments response strategy:Develop comments response strategy:to develop commentsPositive comments • Negative or sensitive comments• Positive comments • Negative or 

	2.7 Explain the rules governing the use	Social Media				
	of hashtags across Social Media	Platforms.				
	Platforms.					
GENER	AL OBJECTIVE 3.0: Know how to colla	borate with Influencers	and Brands.			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
7-9	3.1 Explain social media Influencers	Explain social media	Computer,			Internet-
	and Brand Collaborations	Influencers and Brand	Multimedia			Router,
		Collaborations	Projector,			Computer,
			Textbooks,			Software,
	3.3 Explain how collaborating with	Explain how	Internet,	Identify collaborative	Guide the learner to	Flip Chart,
	influencers and brands on social	collaborating with	Marker board,	niche using	identify	Videos,
	media can help expand audience	influencers and	Marker	Influencers and	collaborative niche	Images,
	base, build credibility, and drive	brands on social		Brands.	using	
	business results.	media can help			Influencers and	
		expand audience			Brands.	
		base, build credibility,				
		and drive business				
		results.				
	3.3 Explain how to search for					
	influencers and brands that align	Explain how to search				
	with values and target audience.	for influencers and		Identify influencers	Guide the learner	
		brands that align with		and brands that align	be able to identify	
		values and target		with the business and	influencers and	
		audience.		values.	brands that align	

				with the business	1
				and values.	
L OBJECTIVE 4.0: Know how to do Li	ve-Streaming on Social	Media Platforms.			
Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
Outcome	Activities	Resources	Outcome	Activities	Resources
4. 1 Explain live-streaming on Social	Explain Live-	Computer,			Internet-
Media	Streaming on social	Multimedia			Router,
	media	Projector,			Computer,
		Textbooks,			Software,
4.2 Explain live-streaming's immense	Explain live	Internet,			Flip Chart,
importance to social media	streaming's immense	Marker board,			Videos,
activities	importance to social	Marker			Images,
	media activities				Paper
	Explain Live-		Carry out:	Guide the Learner	
	Streaming Strategy on		<ul> <li>Pre-Streaming</li> </ul>	on how to carry out:	
4.3 Explain Live-Streaming Strategy	Social Media such as:		Strategy	<ul> <li>Pre-Streaming</li> </ul>	
on Social Media such as:	<ul> <li>Pre-Streaming</li> </ul>		<ul> <li>Content Strategy</li> </ul>	Strategy	
<ul> <li>Pre-Streaming Strategy</li> </ul>	Strategy		<ul> <li>Promotion Strategy</li> </ul>	<ul> <li>Content Strategy</li> </ul>	
<ul> <li>Content Strategy</li> </ul>	<ul> <li>Content Strategy</li> </ul>			<ul> <li>Promotion</li> </ul>	
<ul> <li>Promotion Strategy</li> </ul>	<ul> <li>Promotion Strategy</li> </ul>			Strategy	
	Explain how to track				
	performance through				
	viewership,				
	Outcome         4. 1 Explain live-streaming on Social Media         4.2 Explain live-streaming's immense importance to social media activities         4.3 Explain Live-Streaming Strategy on Social Media such as:         • Pre-Streaming Strategy         • Content Strategy	OutcomeActivities4. 1 Explain live-streaming on Social MediaExplain Live- Streaming on social media4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activities4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion Strategy• Pre-Streaming Strategy • Promotion Strategy • Promotion StrategyPre-Streaming Strategy • Promotion Strategy	OutcomeActivitiesResources4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesInternet, Marker board, Marker4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion Strategy• Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy	OutcomeActivitiesResourcesOutcome4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,Streaming on social Projector, Textbooks,4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media media activitiesInternet, Marker board, Marker4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion StrategyCarry out: • Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy	OutcomeActivitiesResourcesOutcomeActivities4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,Multimedia Projector, Textbooks,Activities4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesInternet, Marker board, MarkerCarry out: • Pre-Streaming Strategy • Content Strategy • Content Strategy • Promotion Strategy • Promotion StrategyGuide the Learner on how to carry out: • Pre-Streaming Strategy • Content Strategy • Promotion Strategy • Promotion StrategyCarry out: • Pre-Streaming Strategy • Content Strategy • Promotion Strategy • Promotion StrategyGuide the Learner on how to carry out: • Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy

4.4 Explain how to track performance through viewership, engagement and comments, to evaluate live- streaming strategy.	engagement and comments, to evaluate live- streaming strategy. Explain how to	Monitor the Performance of Live Streaming through Analytics	Guide the Learner on how to Monitor the Performance of Live Streaming through Analytics	
4.5 Explain how to monitor viewership, how to engage others and how to assess performance.	monitor viewership, how to engage others and how to assess performance.			

MODULE 9:	Social Media Advert	tising & Monetization	COURSE CODE: SAT 231	<b>CONTACT HOURS: 36</b>		
<b>YEAR:</b> 2	YEAR: 2 TERM: 3 PRE: REQUISITE:		Theoretical: 12 Hours			
			Practical: 24 Hours			
GOAL: This	s module is designed	to provide trainee with knowledge	and skills on how to run paid social mee	lia ads, work with		
I	nfluencers, and Mon	etize Content through Multiple Strat	egies.			
10 //	he Desire of Freehee	le and Table during Advantising				
		ok and Instagram Advertising				
		ok and Instagram Advertising keting and Brand Partnerships				
2.0. Unders	tand Influencer Mark	5 5	isorships)			

MODUL	E 9: Social Media Advertising & M	onetization		COURSE CODE: SAT 23	31 CONT	ACT HOURS: 36	
YEAR: 2	2 <b>TERM:</b> 3	PRE: REQUISITE:		Theoretical: 12 Hours			
				Practical: 24 Hours			
GOAL:	This module is designed to provid	e trainee with knowledge	and skills on ho	w to run paid social media a	ds, work with Influ	encers, and	
	Monetize Content through Mult						
		ical Content			ractical Content		
GENER	AL OBJECTIVE 1.0: Know the Bas	cs of Facebook and Insta	gram Advertising				
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning	
	Outcome	Activities	Resources	Outcome	Activities	Resources	
1-4	1.1 Explain the use of Facebook and Instagram as advertising tools.	Explain the use of Facebook and Instagram as advertising tools.	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify major Social Media advertising tools	Guide the Learner to identify major Social Media advertising tools Guide the Learner	Computer, Software, Flip Chart, Videos, Images, Mobile Phone	
	1.2 Explain the interface and navigation of the Advertising Manager Platform.	Explain the interface and navigation of the Advertising Manager Platform.		Demonstrate how to use the Advertising Manager Platform	on how to use the Advertising Manager Platform Guide the Learner on how to identify		

1.3 List Facebook and Instagram	Explain Facebook and	Identify Facebook and	Facebook and
advertising Basics. Such as:	Instagram advertising	Instagram advertising	Instagram
<ul> <li>Campaign Objectives</li> </ul>	basics such as:	basics such as:	advertising basics
<ul> <li>Targeting Options</li> </ul>	<ul> <li>Campaign</li> </ul>	<ul> <li>Campaign</li> </ul>	such as:
<ul> <li>Advert Formats</li> </ul>	Objectives	Objectives	<ul> <li>Campaign</li> </ul>
<ul> <li>Budgeting</li> </ul>	<ul> <li>Targeting Options</li> </ul>	<ul> <li>Targeting Options</li> </ul>	Objectives
	<ul> <li>Advert Formats</li> </ul>	<ul> <li>Advert Formats</li> </ul>	<ul> <li>Targeting</li> </ul>
	<ul> <li>Budgeting</li> </ul>	<ul> <li>Budgeting</li> </ul>	Options
			<ul> <li>Advert</li> </ul>
			Formats
			<ul> <li>Budgeting</li> </ul>
1.4 Explain social media official learning platforms for advertising and the guided rules.	Explain social media official learning platforms for advertising and the guided rules	Identify social media advertising platform and how to navigate for sales.	Guide the Learner on how to Identify social media advertising platform and navigate for sales.

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
5-6	2.1 Define Influencer Marketing	Define Influencer	Computer,			
		Marketing.	Multimedia			
			Projector,			
			Textbooks,			
	2.2 Explain Influencer Marketing		Internet,			
	Basics and the typology of	Explain Influencer	Marker board,			
	Influencers such as:	Marketing Basics and	Marker			
	<ul> <li>Nano Influencers</li> </ul>	the typology of				
	<ul> <li>Micro Influencers</li> </ul>	Influencers such as:				
	<ul> <li>macro influencers</li> </ul>	<ul> <li>Nano Influencers</li> </ul>				
		<ul> <li>Micro Influencers</li> </ul>				
		<ul> <li>macro influencers</li> </ul>				
	2.3 Define Brand Partnership.					
		Explain Brand				
		Partnership				
	2.4 Explain Brand Partnership					
	Basics and Types of Brand	Explain Brand				
	Partnership:	Partnership Basics and				
	<ul> <li>Sponsored Posts</li> </ul>	Types of Brand				
	<ul> <li>Product Collaborations</li> </ul>	Partnership:				
	<ul> <li>Brand Ambassadorship</li> </ul>	<ul> <li>Sponsored Posts</li> </ul>				
	<ul> <li>Affiliate Marketing</li> </ul>					

	<ul> <li>Event Partnerships</li> </ul>	Product				
	· ·	Collaborations				
		<ul> <li>Brand</li> </ul>				
		Ambassadorship				
		<ul> <li>Affiliate Marketing</li> </ul>				
		<ul> <li>Event Partnerships</li> </ul>				
		Event i artheremps				
	2.5 Explain Key Components of	Explain Key				
	Influencer Marketing and	Components of				
	Brand Partnerships such as:	Influencer Marketing				
	<ul> <li>Content Creation</li> </ul>	and Brand Partnerships				
	<ul> <li>Content Distribution</li> </ul>	such as:				
	<ul> <li>Influencer Marketing</li> </ul>	<ul> <li>Content Creation</li> </ul>				
	Platforms	<ul> <li>Content Distribution</li> </ul>				
	<ul> <li>Influencer Rates</li> </ul>	<ul> <li>Influencer</li> </ul>				
		Marketing Platforms				
		<ul> <li>Influencer Rates</li> </ul>				
GENER	AL OBJECTIVE 3.0: Know Social Me	edia Monetization Strategi	es (Youtube, Affili	ate Marketing, Sponsor	ships)	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
7-10	3.1 Define Affiliate Marketing.	Define Affiliate	Computer,			Internet-Router,
		Marketing.	Software,			Computer,
			Multimedia			Software,
	3.2 Explain Key Players such as:	Discuss Key Players	Projector,			Flip Chart,

Textbooks,

Internet

Affiliate Marketer

such as:

Videos,

Images,

<ul> <li>Merchant Affiliate</li> </ul>	<ul> <li>Affiliate</li> </ul>	Marker board			Mobile Phone
Networks	Marketer	Marker			
<ul> <li>Customers</li> </ul>	<ul> <li>Merchant</li> </ul>				
	Affiliate				
	Networks				
	<ul> <li>Customers</li> </ul>				
	Explain Monetizing				
3.3 Explain Monetizing Content on	Content on Social				
Social Media such as	Media such as				
<ul> <li>Sponsored Posts,</li> </ul>	<ul> <li>Sponsored Posts,</li> </ul>				
<ul> <li>Affiliate Links,</li> </ul>	<ul> <li>Affiliate Links,</li> </ul>				
<ul> <li>Product Placements,</li> </ul>	<ul> <li>Product Placements,</li> </ul>				
<ul> <li>Shout Outs,</li> </ul>	<ul> <li>Shout Outs,</li> </ul>				
<ul> <li>Social Media Shopping,</li> </ul>	<ul> <li>Social Media</li> </ul>				
<ul> <li>Instagram Shop or</li> </ul>	Shopping,				
Facebook Shop.	<ul> <li>Instagram Shop or</li> </ul>				
	Facebook Shop.				
	Explain how to create		Identify how to	Guide the learner	
	effective affiliate		produce content in line	on how to	
	content such as:		with the affiliate's	produce content	
	<ul> <li>High-Quality</li> </ul>		wants and needs.	in line with the	
	Content,				

GENER	<ul> <li>3.4 Explain how to create effective affiliate content such as: <ul> <li>High-Quality Contents,</li> <li>Product Reviews,</li> <li>Tutorials and Guides,</li> <li>Social Media Stories and Disclosures</li> </ul> </li> <li>AL OBJECTIVE 4.0: Understand about the second s</li></ul>	<ul> <li>Product Reviews,</li> <li>Tutorials and Guides,</li> <li>Social Media Stories and Disclosures</li> </ul>	and Audience Seg	gmentation.	affiliate's wants and needs.	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
11-12	4. 1 Define Advertising Targeting and Audience Segmentation	Explain Advertising Targeting and Audience Segmentation	Computer, Software, Multimedia Projector Textbooks,			

4.3 Explain Targeting Options on	Discuss Targeting		
Social Media Platforms such as:	Options on Social		
Custom Audiences	Media Platforms		
Lookalike Audiences	such as:		
<ul> <li>Interest-Based</li> </ul>	Custom Audiences		
Targeting	Lookalike		
Demographic Targeting	Audiences		
	<ul> <li>Interest-Based</li> </ul>		
	Targeting		
	Demographic		
	Targeting		
4.4 Explain Best Practices starting			
with:	Explain Best Practices		
Broad Targeting	starting with:		
<ul> <li>Use of Multiple Targeting Options</li> </ul>	<ul><li>Broad Targeting</li><li>Use of Multiple</li></ul>		
<ul> <li>Respect for User Privacy</li> </ul>	Targeting Options		
	<ul> <li>Respect for User</li> </ul>		
	Privacy		
	Thrucy		
4.5 Explain Best Practices in	Explain Best Practices		
advertising targeting	in Advertising		
	Targeting.		

PROGRAMME	: NATIONAL TECHNIC	AL CERTIFICATE IN SOCIAL MEDIA	A & ANIM	ATION TECHNOLOGY			
MODULE 10:	2D Digital Animation Tec	hniques		COURSE CODE: SAT 221 CONTAC			
<b>YEAR:</b> 2	YEAR: 2 TERM: 2 PRE: REQUISITE:			Theoretical: 12 Hours			
				Practical: 24 Hours			
GOAL: This n	nodule is designed provid	de trainee with knowledge and skil	lls to crea	te 2D Digital Animations using i	industry-standard		
Softw	are packages						
GENERAL OB	JECTIVES: On completior	of this module, the trainee should b	be able to:				
1.0. Know Too	on Boom Harmony & Adob	e Animate					
2.0. Know Lay	ering, Backgrounds, and (	Compositing in 2D					
3.0. Know Lip	-Syncing and Character Ri	gging					

MODUL	E 10: 2D Digital Animation Techniques			COURSE CODE: SAT	222 CO	NTACT HOURS: 36
YEAR:	2 <b>TERM:</b> 1	PRE: REQUISITE:		Theoretical: 12 Hours	<u>.</u>	
				Practical: 24 Hours		
GOAL:	This module is designed provide traine	e with knowledge and s	skills to create 2	2D Digital Animations usin	g industry-stand	lard
	Software packages					
	Theoretical C	Content		Pr	actical Content	
GENER	AL OBJECTIVE 1.0: Know Toon Boom Ha	rmony & Adobe Animate	e			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
1-4	1.1 Explain the Toon Boom Harmony	Explain the Toon	Computer,	Demonstrate the use	Guide the	Internet-
	and Adobe Animate:	Boom Harmony and	Multimedia	of Tools, and navigate	learner on how	Router,
	<ul> <li>Interface</li> </ul>	Adobe Animate:	Projector,	Menu Bar and Panels	to use of Tools,	Computer,
	<ul> <li>Menu,</li> </ul>	<ul> <li>Interface</li> </ul>	Textbooks,		and navigate	Software,
	<ul> <li>Tool Bar</li> </ul>	<ul> <li>Menu,</li> </ul>	Internet,		Menu Bar and	Flip Chart,
	<ul> <li>Panels</li> </ul>	<ul> <li>Tool Bar</li> </ul>	Marker board,	,	Panels	• •
		<ul> <li>Panels</li> </ul>	Marker			Videos,
						Images,
	1.4 Explain how to navigate through the	Explain how to				
	interface:	navigate through the		Demonstrate the use	Guide the	
	<ul> <li>Toon Boom Harmony</li> </ul>	interface:		of pencil, brush, and	Learner on how	1
	<ul> <li>Adobe Animate</li> </ul>	<ul> <li>Toon Boom</li> </ul>		shape tools, creating	to use of penci	,
		Harmony		and editing layers,	brush, and	
		<ul> <li>Adobe Animate</li> </ul>		timeline and how to	shape tools,	
				create and rig	creating and	
				characters	editing layers,	
	1.3 Explain the use of pencil, brush,	Explain the use of			timeline, and	
	and shape tools, creating and	pencil, brush, and			how to create	
	editing layers, timeline and how to	shape tools, creating			and rig	
	create and rig characters	and editing layers,			characters	

	<ul> <li>1.4 Explain Animation Techniques</li> <li>1.5 Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing.</li> </ul>	timeline and how to create and rig characters Explain Animation Techniques Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing.		Carry out Keyframe Animation, Keyframe Setting, Timing and Spacing.	Guide the learner to carry out Keyframe Animation, Keyframe Setting, Timing and Spacing.					
GENERAL OBJECTIVE 2.0: Know Layering, Backgrounds and Composition										
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources				
5-8	2.1 Explain how Layering works in 2D	Explain how Layering	Computer,			Internet-				
	Animation:	works in 2D Animation:	Multimedia			Router,				
	- Foreground	- Feredreund	Projector,			Computer,				
	<ul><li>Foreground</li><li>Midground</li></ul>	<ul><li>Foreground</li><li>Midground</li></ul>	Textbooks,			Software,				
			Internet, Marker board,			Flip Chart,				

<ul> <li>Background</li> </ul>	<ul> <li>Background</li> </ul>	Marker			Videos,
2.2 Explain how to separate character parts for easier animation	Explain how to separate character parts for easier animation		Identify how to design, and separate characters parts, step by step parts for easier animation	Illustrating how to design and do separation Character Parts, step by step for easy animation	Images,
2.3 Explain how to explore Compositing					
Techniques using drawing.	Explain how to explore compositing techniques using drawing.				
<ul> <li>2.4 Explain Compositing Techniques using Drawing Tools: <ul> <li>Adding Shadow and Lighting for Depth.</li> <li>Using Parallax Scrolling for movement.</li> <li>Adjusting layer order for proper depth in a scene.</li> </ul> </li> </ul>	<ul> <li>Explain Compositing Techniques using Drawing Tools:</li> <li>Adding Shadows and Lighting for Depth.</li> <li>Using Parallax Scrolling movement.</li> <li>Adjusting layer order for proper depth in a scene.</li> </ul>				
2.5 Explain frame-by-frame animation vs. symbol-based animation	Discuss frame-by-				
(Rigged Animation.)	frame animation vs.				

GENER	AL OBJECTIVE 3.0: Know Lip-syncing a	symbol-based animation (Rigged Animation.) nd Character Rigging				
Veek	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
9-12	<ul> <li>3.1 Explain the basics of lip-syncing in 2D animation</li> <li>Matching mouth shapes (phonemes) to spoken words.</li> <li>Using pre-made mouth shapes to speed up workflow.</li> <li>Syncing with dialogue audio tracks.</li> </ul>	<ul> <li>Explain the basics of lip-syncing in 2D animation</li> <li>Matching mouth shapes (phonemes) to spoken words.</li> <li>Using pre-made mouth shapes to speed up workflow.</li> <li>Syncing with dialogue audio tracks.</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Carry out Lip-Syncing	Guide the Learn to Carry out Lip- Syncing	Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers, Puppet, Microphone, Script
	<ul> <li>3.2. Explain how character rigging improves animation efficiency:</li> <li>Creating a digital puppet with movable body parts.</li> <li>Using bones, joints, and pivot points for smooth motion.</li> </ul>	Explain how character rigging improves animation efficiency: Creating a digital puppet with movable body parts.		Demonstrate Character rigging using Digital Puppet	Guide the Learner on how to demonstrate Character rigging using Digital Puppet	

	<ul> <li>Using bones, joints, and pivot points for smooth motion.</li> </ul>			
3.3 Explain the difference between frame-by-frame animation and rigged animation and when to use each.	Explain the difference between frame-by- frame animation vs. rigged animation and when to use each.	Carry out the difference between Frame by Frame Animation and Rigged Animation	Illustrate the difference between Frame by Frame Animation and Rigged Animation	

FIUDULE II. 3L	D Digital Animation Techn	iques	COURSE CODE: SAT 222	CONTACT HOURS: 36
<b>YEAR:</b> 2	<b>TERM:</b> 2	PRE: REQUISITE:	Theoretical: 12 Hours	
			Practical: 24 Hours	
GOAL: This mo	dule is designed to provid	de trainee with knowledge and skill	ls of 3D animation and modeling using	Blender and Maya
1.0. Introductio	on to Blender/Maya			
2.0. Know 3D M	lodelling basics (Polygon, S	Sculpting)		

MODUL	E 11: 3D Animation Modelling			COURSE CODE: SAT 2	222 CO	NTACT HOURS: 36
YEAR: 2	2 <b>TERM:</b> 2	Theoretical: 12 Hours				
				Practical: 24 Hours		
GOAL:	This module is designed to provide tra		l skills of 3D an		-	-
	Theoretical			P	ractical Content	t
GENER	AL OBJECTIVE 1.0: Introduction to Blen	der/Maya				
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
1-4	1.1 Understand the role of 3D	Explain the role of 3D	Computer,			Internet-
	Animation software in Film, games	Animation software in	Multimedia			Router,
	and Digital Media	Film, games and	Projector,			Computer,
		Digital Media.	Textbooks,			Software,
			Internet,			Flip Chart,
			Marker board,			Videos,
		Explain the	Marker			Images,
	1.2 Explain the differences between:	differences between:				Papers
	<ul> <li>Blender</li> </ul>	<ul> <li>Blender</li> </ul>				
	<ul> <li>Autodesk Maya</li> </ul>	<ul> <li>Autodesk Maya</li> </ul>				
	1.3 Explain the Navigation and Tools in	Explain the Navigation				
	both software packages:	and tools in both				
	<ul> <li>Viewport navigation</li> </ul>	software packages:		Carry out Navigation	Guide the	
	<ul> <li>Object transformation</li> </ul>	<ul> <li>Viewport navigation</li> </ul>		and the Uses of Tools	Learner on how	N
	<ul> <li>Workspaces.</li> </ul>	<ul> <li>Object transformation</li> </ul>		in Blender and Maya	to Navigate an	d

		Workspaces			use Tools in Blender and	
GENER	AL OBJECTIVE 2.0: Know 3D Modelling	Basics (Polygons, Sculp	ting)		Maya	
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
5-9	<ul><li>2.1 Define Polygon Modeling</li><li>2.2 Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders)</li></ul>	Explain polygon modeling Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders).	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker,	Identify the Basic Polygon and Modelling Shapes.	Guide the learner to use the Basic Polygon and Modelling Shapes.	Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers
	<ul> <li>2.4 Explain the following:</li> <li>Vertices</li> <li>Edges</li> <li>Faces</li> <li>Extrusion</li> <li>Bevelling</li> <li>Subdivision Modelling.</li> </ul>	Discuss the Following: • Vertices • Edges • Faces • Extrusion • Bevelling • Subdivision Modelling.		Carry out the uses of the following in Character Modelling: • Vertices • Edges • Faces • Extrusion • Bevelling • Subdivision	Guide the Learner to carry out the uses of the following in Character Modelling: • Vertices • Edges • Faces • Extrusion • Bevelling	

	<ul> <li>2.4 Explain Sculpting Tools, and Building Blocks of 3D Models</li> <li>2.5 Explain Topology and Edge Flow, clean modelling and smooth animation</li> </ul>	Explain Sculpting Tools, and Building Blocks of 3D Models Explain Topology and Edge Flow, clean modelling and smooth animation		Identify the Sculpting Tools and how to use them. Identify how to create topology and smooth animation	Subdivision Demonstrate the process of using Sculpting Tools Guide the Learner on how to create topology and smooth animation	
GENER/ Week	AL OBJECTIVE 3.0: Know Texturing, ligi Specific Learning	nting, and rendering Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
10-12	<ul> <li>3.1 Explain the Basics of Texturing:</li> <li>Applying materials and textures to 3D models.</li> <li>Understanding UV Mapping for proper texture placement.</li> <li>Using PBR (Physically Based Rendering) materials for realistic surfaces.</li> </ul>	<ul> <li>Explain the Basics of Texturing:</li> <li>Applying materials and textures to 3D models.</li> <li>Understanding UV mapping for proper texture placement.</li> <li>Using PBR (Physically Based</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify how to create and map texture, and how to use them	Guide learner to know how to create and map texture, and how to use them	Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers

<b></b>					[]
		Rendering)			
		materials for			
		realistic surfaces.			
	<ul> <li>3.2. Explain Lighting Techniques</li> <li>Key, fill, and rim lighting for depth and realism.</li> <li>Adding HDRI environments for realistic reflections</li> </ul>	<ul> <li>Explain Lighting</li> <li>Techniques</li> <li>Key, fill, and rim lighting for depth and realism.</li> <li>Adding HDRI environments for realistic reflections</li> </ul>	Identify how to add: • Key, fill, and rim lighting for depth and realism. • Adding HDRI environments for realistic reflections	Guide the learner to Identify how to add: Key, fill, and rim lighting for depth and realism. Adding HDRI	
	<ul> <li>3.3 Explain Rendering and Export Basics: <ul> <li>Render Engines</li> <li>Samples and Resolution</li> </ul> </li> </ul>	Explain Rendering and Export Basics: Render Engines Samples and Resolution		environments for realistic reflections	

PROGRAMME:	NATIONAL TECHNICAL CE	RTIFICATE IN SOCIAL MEDIA & AN	IMATION TECHNOLOGY	
MODULE 12: Intro	oduction to Motion Graphi	cs & Visual Effects (VFX)	COURSE CODE: SAT 232	CONTACT HOURS: 36
<b>YEAR:</b> 2	<b>YEAR:</b> 2 <b>TERM:</b> 3 <b>PRE: REQUISITE:</b> 1			
			Practical: 24 Hours	
GOAL: This modu	Ile is designed to provide	trainees with the knowledge and ski	lls of motion graphics and VFX using Ad	obe After Effects, covering
kinetic	typography, compositing,	, and special effects.		
GENERAL OBJEC	TIVES: On completion of th	nis module, the trainee should be able	to:	
1.0. Introduction	to Adobe After Effects			
2.0. Know Typogra	aphic and Kinetic Text Anin	nations		
	sition and Special Effect			

MODUL	E 12: Introduction to Motion Graphics	& Visual Effects (VFX)		COURSE CODE: 232		<b>CONTACT HOURS: 36</b>
YEAR: 2         TERM: 3         PRE: REQUISITE:         1			Theoretical: 12 Hours Practical: 24 Hours			
GOAL:	This module is designed to provide tr kinetic typography, compositing,	-	e and skills of r	notion graphics and VFX	using Adobe	e After Effects, coverir
	Theoretica	Content			Practical Co	ntent
GENERA	AL OBJECTIVE 1.0: Introduction to Af	ter Effects				
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activitie	5
1-4	1.1 Explain what is Motion Graphics and VFX	Explain what is Motion Graphics and VFX Explain how Motion	Computer, Multimedia Projector, Textbooks,			Internet- Router, Computer, Software,
	1.2 Explain how Motion Graphics and VFX differ from Traditional Animation.	Graphics and VFX differ from Traditional Animation.	Internet, Marker board, Marker			Flip Chart, Videos, Images, Papers
	1.3 Explain After Effects as the industry standard for Motion Graphics and Compositing.	Discuss After Effects as the industry standard for motion graphics and compositing.				

<ul> <li>1.4 Explain the After Effects Interface</li> <li>Composition Setting</li> <li>Tools</li> <li>Timeline and Layers.</li> <li>Keyframes and animation basics.</li> <li>Effects, Plug-ins and Presets</li> <li>Masking and Track Mattes</li> <li>Panels</li> <li>Precomp</li> </ul>	<ul> <li>Explain the After Effects Interface</li> <li>Composition Setting</li> <li>Tools</li> <li>Timeline and Layers.</li> <li>Keyframes and animation basics.</li> <li>Effects, Plug-ins and Presets</li> <li>Masking and Track Mattes</li> <li>Panels</li> <li>Precomp</li> </ul>	Identify how to use and set: Composition Setting Tools Timeline and Layers. Keyframes and animation basics. Effects, Plug-ins and Presets Masking and Track Mattes Panels Precomp	<ul> <li>Guide the</li> <li>Learner on how</li> <li>to use and set:</li> <li>Composition Setting</li> <li>Tools</li> <li>Timeline and Layers.</li> <li>Keyframes and animation basics.</li> <li>Effects, Plug- ins and Presets</li> <li>Masking and Track Mattes</li> <li>Panels</li> <li>Precomp</li> </ul>	
1.5 Explain how After Effects integrate other Software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc).	Explain how After Effects integrate other software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc).			

Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
5-8	2.1 List the Importance of Typography	Explain the Importance of Typography	Computer, Projector, Textbooks, Internet,			Internet- Router, Computer, Software,
	<ul> <li>2.2 Explain the different types of Text Animation Techniques:</li> <li>Kinetic Typography</li> <li>Text Tracking and Leading</li> <li>Fade-ins, pop-ups, and Typewriter Effects.</li> </ul>	Explain the different types of Text Animation Techniques: • Kinetic Typography • Text Tracking and Leading • Fade-ins, pop-ups, and Typewriter Effects.	Marker board, Marker	Carry out Text Animation	Guide Learner to carry out Text Animation	Flip Chart, Videos, Images, Papers
	2.3 Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement.	Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement.		Illustrate Motion Paths, Ease-in and Ease-out	Show the learner how to use Motion Paths, Ease-in and	
	<ul><li>2.5 Explain how to apply text effects like:</li><li>Glow,</li></ul>	Explain how to apply text effects like:			Ease-out	

GENERA	<ul> <li>Shadows,</li> <li>Reflection</li> <li>3D Extrusion</li> </ul>	<ul> <li>Glow,</li> <li>Shadows,</li> <li>Reflection</li> <li>3D Extrusion</li> <li>and Special Effect</li> </ul>				
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
8-12	3.1 Define Compositing	Explain Compositing	Computer, Multimedia			Internet- Router,
	3.3 Explain how to Combine	Explain how to	Projector,			Computer,
	multiple layers to create a	Combine multiple	Textbooks,			Software,
	seamless Composition	layers to create a	Internet,			Camera Chain,
		seamless Composition	Marker board,			Light Chain,
			Marker			Flip Chart,
	3.4 Explain how to use Green	Explaining how to use				Videos,
	screen (chroma keying) to	green screen (Chroma				Images,
	replace backgrounds.	Keying) to replace		Identify how to use	Show the learner	Papers,
		backgrounds.		green background for	how to carry out	Green
				composition	the Chromakey	Background,
	3.3 Explain how VFX is used in	Explain how VFX is			Process	
	movies, TV, and commercials.	used in movies, TV, and commercials				
	3.4 Explain masking techniques to	Explaining masking				
	cut out objects and create	techniques to cut out				
	smooth transitions.	objects and create				
		smooth transitions.				

PROGRAMME:	NATIONAL TECHNICAL C	ERTIFICATE IN SOCIAL MEDIA & ANI	MATION TECHNOLOGY		
MODULE 13: So	ound Design and Editing		COURSE CODE: SAT 311	<b>CONTACT HOURS: 36</b>	
YEAR: 3	EAR: 3 TERM: 1 PRE: REQUISITE:		Theoretical: 12 Hours		
			Practical: 24 Hours		
GOAL: This mo	odule is designed to provid	e trainee with the knowledge and skil	ls of sound design, Foley art, voice actin	g, and syncing sound with	
anim	ation.				
GENERAL OBJE	CTIVES: On completion of	this module, the trainee should be able	to:		
1.0. Understand	I the Basic of Sound Design	and Foley Art			
2.0. Know Synch	nronizing Sound with Anima	tion			
3.0. Know Voice	Acting and Lip-Syncing				
4.0. Know how t	to add effects to an animate	ed clip			

MODULE	E 13: Sound Design and Editing			COURSE CODE: SAT	311	<b>CONTACT HOURS: 36</b>
YEAR: 3		TERM: 1 PRE: REQUISITE:		Theoretical: 12 Hours		
		-				
GOAL: T	his module is designed to provide train	ee with the knowledge a	and skills of sou	Ind design, Foley art, voi	ce acting, and	d syncing sound with
animatio	on.	-			•	
Theoretical Content				Practical Content		
GENERA	ERAL OBJECTIVE 1.0: Understand the Basics of Sound Design and Foley Art					
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
1-2	1.1 Define Sound Design	Explain Sound Design	Computer, Software, Textbook,			
		Explain the Role of	Internet,			
	1.2 Explain the Role of Sound Design	Sound Design in	Multimedia			
	in Animation and Film.	Animation and Film.	Projector, Marker board,			
			Marker			
		Discuss the different	Books			
	1.3 Explain the different types of	types of Sound				
	Sound Elements:	Elements:				
	Dialogue	Dialogue				
	Sound Effects (SFX) –	Sound Effects (SFX) –				
	Music	Music				
	Ambience	Ambience				
		Explain Foley Art				
	1.4 Define Foley Art					

CENER	1.5 Explain how Foley Artists record custom sounds using household objects.	Explain how Foley artists record custom sounds using household objects.				
	AL OBJECTIVE 2.0: Know Synchronizing		Loorning	Specific Learning	Taaabara	Loorning
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-6	2.1 Explain why syncing sound to animation is crucial for realism and immersion.	Explain why syncing sound to animation is crucial for realism and immersion.	Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books,			Computer Software Videos Projector Slides Pictures Videos
	2.2 Explain how to match sound effects with movements and actions.	Explain how to match sound effects with movements and actions.	Papers			Electronic Board Papers
	<ul> <li>2.3 Explain the basics of waveforms and audio editing in software like:</li> <li>Adobe Audition</li> <li>Audacity (free)</li> <li>Premiere Pro</li> <li>DaVinci Resolve</li> </ul>	<ul> <li>Explain the basics of waveforms and audio editing in software like:</li> <li>Adobe Audition</li> <li>Audacity (free)</li> <li>Premiere Pro</li> <li>DaVinci Resolve</li> </ul>		Demonstrate the process using: Adobe Audition, Audacity, Premiere Pro, DaVinci Resolve for Sound and Video Synchronization.	Guide learners to know how to use Video and Audio Editing Software for Sound Synchronization	

	<ul> <li>2.4 Explain the Timing Techniques such as:</li> <li>Cutting and aligning audio with frames.</li> <li>Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>Layering sound effects and background music for depth</li> </ul>	<ul> <li>Explain the Timing Techniques such as:</li> <li>Cutting and aligning audio with frames.</li> <li>Using fade-ins, fade- outs, and crossfades for smooth transitions.</li> <li>Layering sound effects and background music for depth</li> </ul>		<ul> <li>Carry out Timing Techniques such as:</li> <li>Cutting and aligning audio with frames.</li> <li>Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>Layering sound effects and background music for depth</li> </ul>	<ul> <li>Demonstrate the Timing</li> <li>Techniques such as:</li> <li>Cutting and aligning audio with frames.</li> <li>Using fade-ins, fade-outs, and crossfades for smooth transitions.</li> <li>Layering sound effects and background music for depth</li> </ul>	
Week	AL OBJECTIVE 3.0: Know Voice Acting a Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
VVCCK	Outcome	Activities	Resources	Outcome	Activities	Resources
7-9	<ul> <li>3.1 Define Voice-Over and Lip- Syncing</li> <li>3.2 Explain how to record voice-overs for animated characters.</li> </ul>	Explain Voice-Over and Lip-Syncing Explain how to record voice-overs for animated characters.	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers	Carry out Voice-over Recording and Lip- Syncing.	Guide the Learner to know how to record Voice- overs Artist and Lip-Syncing	Computer Software Videos Projector Slides Pictures Videos Electronic Board Papers Microphone India Series

3.4 3.8 Re	<ul> <li>3 Explain the Basics of Lip-Syncing:</li> <li>Matching mouth movements to spoken dialogue.</li> <li>Using mouth shape charts (phonemes) for accurate lip- syncing.</li> <li>Adjusting timing to make speech look natural.</li> </ul> 4 Explain the Voice Modulation Techniques to match character emotions. 5 Explain ADR (Automated Dialogue eplacement) for re-recording and ting dialogue mistakes	<ul> <li>Explain the Basics of Lip-Syncing:</li> <li>Matching mouth movements to spoken dialogue.</li> <li>Using mouth shape charts (phonemes) for accurate lip- syncing.</li> <li>Adjusting timing to make speech look natural.</li> <li>Explain the Voice Modulation Techniques to match character emotions.</li> <li>Explain ADR (Automated Dialogue Replacement) for re- recording and fixing dialogue mistakes</li> </ul>		Identify how to identify Voice Modulation Techniques to match character emotions. Carrry out Sound Studio Recording with Voice-over Artist for ADR using India eries	Guide the Learner on how to identify Voice Modulation Techniques to match character emotions. Demonstrate Sound Studio Recording with Voice-over Artist for ADR	
					using India series	
	BJECTIVE 4.0: Group Project: Know	how to add effects to a	n Animated Clip		·	
10-12				Know sound effects, dialogue, and background music.	Explain sound effects, dialogue, and background music.	Computer, Software, Video Projector,

	Know how to record or gather sound effects, and edit them using: • Adobe Audition • Audacity • Adobe Premiere	Explain how to Record or gather sound effects. and edit, them using: • Adobe Audition • Audacity • Adobe Premiere	Slides, Pictures, Videos, Electronic Board, Papers
	Explain Syncing the sounds with the animation for realistic timing. Know how to Render and Export the final	Explain Syncing the sounds with the animation for realistic timing Discuss the how to Render and Export the final video with	
	and Export the final video with complete sound design	complete sound design	

MODULE 14: G	ame Animation and Inter	ractive Media	COURSE CODE: SAT 321	CONTACT HOURS: 36	
YEAR: 3 TERM: 2 PRE: REQUISITE:		Theoretical: 12 Hours			
			Practical: 24 Hours		
	LLCI AIIIIIIALIUII. AIIU AIV 1	VR DASILS.			
	cter animation, and AR/\ ECTIVES: On completion	of this module, the trainee should b	be able to:		
<b>GENERAL OBJ</b> 1.0. Know the F	ECTIVES: On completion	<b>of this module, the trainee should k</b> ftware (Unity & Unreal Engine)	be able to:		
<b>GENERAL OBJ</b> 1.0. Know the F 2.0. Know Anim	ECTIVES: On completion	<b>of this module, the trainee should k</b> ftware (Unity & Unreal Engine) es	be able to:		

<b>characte</b> Theoreti	This module is designed to provide trai er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines		and skills of ga	Practical Content eal Engine)	tive media, coverin	g game engine
<b>characte</b> Theoreti <b>GENERA</b> Week	er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines	ntals of Game Software ( Teachers	Unity and Unre	Practical Content	tive media, coverin	g game engine
<b>characte</b> Theoreti <b>GENERA</b> Week	er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines	ntals of Game Software ( Teachers	Unity and Unre	Practical Content eal Engine)	tive media, coverin	g game engine
Theoreti <b>GENERA</b> Week	Cal Content AL OBJECTIVE 1.0: Know the Fundament Specific Learning Outcome 1.1 Explain the Role of Game Engines	Teachers		eal Engine)		
<b>GENERA</b> Week	AL OBJECTIVE 1.0: Know the Fundame Specific Learning Outcome 1.1 Explain the Role of Game Engines	Teachers		eal Engine)		
Week	Specific Learning Outcome 1.1 Explain the Role of Game Engines	Teachers				
	Outcome 1.1 Explain the Role of Game Engines		Learning		· · · · · · · · · · · · · · · · · · ·	
1-4	1.1 Explain the Role of Game Engines	Activities		Specific Learning	Teachers	Learning
1-4			Resources	Outcome	Activities	Resources
		Understand the Role	Computer,			Computer,
	in animation and interactive	of Game Engines in	Software,			Software,
	media.	Animation and	Textbook,			Video
		interactive media	Internet,			Projector,
			Multimedia			Slides,
			Projector,			Pictures,
			Marker board,			Videos,
		Explain the	Marker			Electronic
	1.2 Explain the differences between	differences between		Identify the	Guide the	Board,
	Unity and Unreal Engine	Unity and Unreal		difference between	Learner on how	Papers
		Engine		Unity and Unreal	to identify Unity	
		U		Engine	and Unreal	
		Explain the Basic		5	Engine	
	1.3 Explain the Basic interface and	interface and Tools of			0	
	Tools of Unity & Unreal Engine:	Unity & Unreal Engine:		Navigate the	Guide the	
	Scene view & game objects	Scene view &		Interface and use the	Learner on how	
	Animation tools & timeline	game objects		Tools in Unity and	to navigate the	
	Physics and lighting effects	Animation tools &		Unreal Engine	Interface and	
		timeline			use the Tools in	
		<ul> <li>Physics and</li> </ul>			Unity and Unreal	
		lighting effects			Engine	

	1.4 Explain Real-Time Rendering vs. Pre-Rendered Animation in Film.	Explain the Real-Time Rendering vs. Pre- Rendered Animation in Film.				
GENER	AL OBJECTIVE 2.0: Know Animating Ch	aracters for Games				
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
5-7	2.1 Explain the key differences between Game Animation vs. Film Animation	Explain the key differences between Game Animation vs. Film Animation Explain the Game	Computer, Software, Books, Internet, Multimedia Projector, Video,			Computer Software Videos Projector Slides Pictures
	<ul> <li>2.2 Explain the Game Character Animation Techniques:</li> <li>Idle Animations</li> <li>Run, Jump</li> <li>Attack Cycles</li> <li>Blend Trees</li> </ul>	Character Animation Techniques: Idle Animations Run, Jump Attack Cycles Blend Trees	Audio Books, Papers	Carry out Character Animation Techniques: Idle Animations Run, Jump Attack Cycles Blend Trees	Demonstrate how to carry out Character Animation Techniques: • Idle Animations • Run, Jump • Attack Cycles • Blend Trees	Videos Electronic Board Papers
	2.3 Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement	Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement				
		Explain the Unity's				

<b>GENER</b> Week	2.4 Explain the Unity's Animator and Unreal's Sequencer for animation control. AL OBJECTIVE 3.0: Understand the Bas Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
8-9	3.1 Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences.	Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences.	Internet, Computer, Software, Textbook, Images, Videos, Multimedia Projector,			
	<ul> <li>3.2 Explain the Key Components of AR/VR Animation:</li> <li>Real-World Tracking (AR)</li> <li>360-degree Animation (VR)</li> </ul>	Explain the Key Components of AR/VR Animation: • Real-World Tracking (AR) • 360-degree Animation (VR)	Marker board, Marker, VR Gadget			
	<ul> <li>3.3 Explain the Tools for AR/VR Development: <ul> <li>Unity + ARKit / ARCore for Mobile AR apps.</li> <li>Unreal Engine + Oculus SDK for VR Games</li> </ul> </li> </ul>	<ul> <li>Explain the Tools for AR/VR Development:</li> <li>Unity + ARKit / ARCore for Mobile AR apps.</li> <li>Unreal Engine +</li> </ul>				

National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY
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	3.4 Explain Motion Capture (MoCap) and its role in VR Character Animation.	Oculus SDK for VR Games Explain Motion Capture (MoCap) and its role in VR Character Animation.				
GENERA	L OBJECTIVE 4.0: Group Project: Knov	v Mini-Game Animation	Project			
10-12	4.1 Explain now to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment	Explain now to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker,			Internet- Router Computer Software Textbook Projector Marker board Marker
	<ul> <li>4.2 Explain the sound effects, dialogue, and background music</li> <li>4.3 Explain the following: Step 1: Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene). Step 2: Design a basic 3D character or use a pre-built</li> </ul>	Explain the sound effects, dialogue, and background music. Explain the following: <b>Step 1</b> : Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene). <b>Step 2</b> : Design a basic	Paper	Guide the Learner to know how to create sequence for Game Animation	Demonstrate the process of creating sequence for Game Animation using Unity and Unreal Engine	Paper

model.	3D character or use a			
Step 3: Animate character	pre-built model.			
movement (walking, jumping,	Step 3: Animate			
idle).	character movement			
<b>Step 4</b> : Implement animations	(walking, jumping,			
into Unity or Unreal Engine.	idle).			
Step 5: Add basic interactivity	Step 4: Implement			
(pressing a button to jump,	animations into Unity			
changing animations on	or Unreal Engine.			
command).	Step 5: Add basic			
	interactivity (pressing			
	a button to jump,			
	changing animations			
	on command).			
	Explain the Game			
	concept, 3D Character			
	Design, Animation			
	Involved, use Unity or			
	Unreal Engine, Create		Guide the	
	Interaction		Learner on how	
4.4 Explain the Game concept, 3D		Carry out Game	to carry out	
Character Design, Animation		concept, and 3D	Game concept,	
Involved, use Unity or Unreal	Explain Playtest and	Character Design,	and 3D	
Engine, Create Interaction	refine animations for a	Animation with	Character	
	smooth experience.	Interaction	Design,	
4. E. E. m. I. Sin. Disc. As a strain diverting			Animation with	
4.5 Explain Playtest and refine			Interaction	
animations for a smooth				
experience.				

PROGRAMME	: NATIONAL TECHNIC	AL CERTIFICATE IN SOCIAL MEDI	A & ANIMATION TECHNOLOGY	
MODULE 15: 9	Social Media Analytics 8	Performance Tracking	COURSE CODE: SAT 312	CONTACT HOURS: 36
<b>YEAR:</b> 3	TERM: 1	PRE: REQUISITE:	Theoretical: 12 Hours	
			Practical: 24 Hours	
	<b>U</b> .	•	and skills to measure social media succe	ess, track performance
usir	ng analytics tools, and o	otimize content based on data.		
	JECTIVES: On completion	n of this module, the trainee should	be able to:	
1.0. KIIOW Key	inetite (engagement, rea			
2.0. Know Too	ols for tracking social med	lia performance (Meta Business Suit	te, Google analytics)	
3.0. Know A/E	B Testing and Optimizing	Content for better Results		

MODULE	15: Social Media Analytics & Pe	rformance Tracking.		COURSE CODE: SAT 3	12 C	ONTACT HOURS: 36
<b>YEAR:</b> 3	<b>TERM:</b> 1	PRE: REQUISITE:		Theoretical: 12 Hours		
				Practical: 24 Hours		
GOAL: 1	۲his module is designed to provid analytics tools, and optimize o		edge and skills	to measure social media s	uccess, track	performance using
	Theoretic	al Content		Р	ractical Conte	nt
GENERA	L OBJECTIVE 1.0: Know Key Met	ric (engagement, reach, e	conversions)			
Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	<ul> <li>1.1 Explain the Importance of Social Media Analytics for improving engagement.</li> <li>1.2 Explain the Key Metrics and their impact such as: <ul> <li>Engagement Rate</li> <li>Reach vs. Impressions</li> <li>Click-Through Rate (CTR)</li> <li>Conversion Rate</li> <li>Follower Growth Rate</li> </ul> </li> </ul>	Explain the Importance of Social Media Analytics for improving engagement. Discuss the Key Metrics and their impact such as: Engagement Rate Reach vs. Impressions Click-Through Rate (CTR) Conversion Rate Follower Growth Rate	Computer, Multimedia Projector, Textbooks Internet, Marker board, Marker	Carry out Analyses using Analytics Tools.	Guide the Learner how use Analytic: Tools	-

GENER	1.3 Explain how to set Key Performance Indicators (KPIs) to measure success. AL OBJECTIVE 2.0: Know Tools for	Explain how to set Key Performance Indicators (KPIs) to measure success. tracking social media pe	erformance (Meta	Business Suite, Google	analytics)	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
5-9	<ul> <li>2.1 Explain how Analytics Tools help track and improve performance.</li> <li>2.2 Explain how to use: <ul> <li>Meta Business Suite</li> <li>Instagram Insights</li> <li>TikTok Analytics content</li> <li>Google Analytics</li> <li>Twitter/X Analytics</li> </ul> </li> </ul>	Explain how Analytics Tools help track and improve performance. Explain how to use: Meta Business Suite Instagram Insights TikTok Analytics content Google Analytics Twitter/X Analytics	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker			Internet- Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone
	2.3 Explain how to interpret data reports and make content adjustments.	Explain how to interpret data reports				

	and make content adjustments.		Identify data reports and be able to make adjustments	Illustrate data interpretation and make simple adjustments.	
Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
Outcome	Activities	Resources	Outcome	Activities	Resources
<ul> <li>3.1 Explain what A/B testing is and its importance in social media marketing.</li> <li>3.2 Explain how to test different content variations: <ul> <li>Trying different headlines or captions</li> <li>Changing posting times.</li> <li>Comparing image with Video posts</li> </ul> </li> </ul>	Explain what A/B testing is and its importance in social media marketing Discuss how to test different content variations: • Trying different headlines or captions • Changing posting	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Carry out different content variations	Guide the learner to carryout different content variations	Computer, Software, Videos, Projector, Slides, Pictures, Videos, Electronic, Board, Papers
	<ul> <li>Specific Learning Outcome <ul> <li>3.1 Explain what A/B testing is and its importance in social media marketing.</li> </ul> </li> <li>3.2 Explain how to test different content variations: <ul> <li>Trying different headlines or captions</li> <li>Changing posting times.</li> </ul> </li> </ul>	adjustments. <td>Adjustments.adjustments.<td>adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations</td><td>adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations:</td></td>	Adjustments.adjustments. <td>adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations</td> <td>adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations:</td>	adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations	adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations:

res	plain how to analyze test sults and apply provements.	Explain how to analyze test results and apply improvements	Carry out Analysis, Test and improvement	Demonstrate how to carry out Analysis, Test and	
so	plain how to optimize cial media posts for etter performance ashtags, timing, visuals).	Explain how to optimize social media posts for better performance (hashtags, timing, visuals).		improvement	

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY								
MODULE 16: Portfolio Development and Career Preparation (Animation) COURSE CODE: SAT 331 CONTACT HOURS: 36								
YEAR: 3 TERM: 3 PRE: REQUISITE:			Theoretical: 24 Hours	·				
			Practical: 12 Hours					
GOAL: This mod	lule is designed to provide	the trainee with the knowledge and	I skills to build a strong online portfolio ar	nd prepare for job				
intervi	ews in the animation and c	ligital media industry.						
GENERAL OBJEC	CTIVES: On completion of t	nis module, the trainee should be able	e to:					
1.0. Understand	now to create a Demo							
2.0. Understand	how to build an on-line Portf	olio (Artstation, Behance and YouTub	e. Etc)					
3.0. Understand	3.0. Understand the Freelancing Vs. Working in a Studio							
4.0. Know how to	Prepare for Animation Job	Interview						

MODUL	E 16: Portfolio D	evelopment and Career	<sup>•</sup> Preparation in (Animat	tion)	COURSE CODE: SAT	331	CONTACT HOURS: 3
YEAR:	3	<b>TERM:</b> 3	PRE: REQUISITE	PRE: REQUISITE:		Theoretical: 12 Hours	
					Practical: 24 Hours		
		lesigned to provide the tion and digital media i		edge and skills t	to build a strong online po	ortfolio and p	repare for job
		Theoretical C				Practical Con	itent
GENER	AL OBJECTIVE 1	0: Understand how to o	create a Demo	1			
Week	Specific Learn Outcome	ing	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	0
1-2	why it's ess careers. 1.2 Explain the creating a s Keep it Start an animat Show a Include	variety of skills e breakdowns ckground music or	Explain what a Demo Reel is and why it's essential for Animation Careers. Explain the best practices for creating a strong demo reel: • Keep it short (30- 90 seconds) • Start and end with strong animations • Show a variety of skills • Include breakdowns	Computer, Software, Textbook, Internet, Multimedia Projector, Marker board, Marker, Books			

GENER	1.3 Explain how to use Editing Tools for Demo Reels (Premiere Pro, DaVinci Resolve, After Effects) AL OBJECTIVE 2.0: Understand how to	<ul> <li>Add background music or sound effects</li> <li>Explain how to use</li> <li>Editing Tools for Demo</li> <li>Reels (Premiere Pro,</li> <li>DaVinci Resolve, After</li> <li>Effects)</li> <li>build an on-line Portfolio</li> </ul>	o (Artstation. Beha	ance and YouTube, Etc)		
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-6	<ul> <li>2.1 Explain why an online presence is crucial for animation careers.</li> <li>2.2 Explain where to showcase your work: <ul> <li>ArtStation</li> <li>Behance</li> <li>YouTube/Vimeo</li> <li>Personal Website</li> <li>Linkedin</li> </ul> </li> </ul>	Explain why an online presence is crucial for animation careers. Explain where to showcase your work: ArtStation Behance YouTube/Vimeo Personal Website Linkedin	Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, Papers			
		Explain how to promote your portfolio				

	2.3 Explain how to promote your portfolio on LinkedIn, Instagram, and X.	on LinkedIn, Instagram, and X.				
GENER Week	AL OBJECTIVE 3.0: Understand the Fre Specific Learning Outcome	elancing Vs. Working in a Teachers Activities	a Studio Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
7-9	<ul> <li>3.1 Explain the Key Differences between Freelancing and Studio Work</li> <li>3.2 Explain where to find Freelance Animation Work: <ul> <li>Upwork, Fiverr, and Freelancer</li> <li>LinkedIn and Social Media</li> <li>Direct Outreach to Studios and Businesses for Contract Work</li> </ul> </li> </ul>	Explain the Key Differences between Freelancing and Studio Work Explain where to find Freelance Animation Work: Upwork, Fiverr, and Freelancer LinkedIn and Social Media Direct Outreach to Studios and Businesses for Contract Work	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers			

3.3 Explain Pricing and Contracts for	Explain Pricing and		
Freelance Work:	Contracts for		
<ul> <li>How to set rates (hourly vs. project-based).</li> </ul>	Freelance Work: How to set rates		
<ul> <li>Writing a basic contract for animation services.</li> </ul>	(hourly vs. project- based).		
<ul> <li>Managing client expectations and deadlines.</li> </ul>	<ul> <li>Writing a basic contract for</li> </ul>		
	animation services.		
	<ul> <li>Managing client</li> </ul>		
	expectations and		
	deadlines.		
3.4 Explain career paths in animation,			
including:			
<ul> <li>Film &amp; TV Studios</li> </ul>			
<ul> <li>Gaming Companies</li> </ul>	Explain career paths		
<ul> <li>Advertising Agencies</li> </ul>	in animation,		
<ul> <li>YouTube &amp; Social Media</li> </ul>	including:		
	Film & TV Studios		
	<ul> <li>Gaming Companies</li> </ul>		
	<ul> <li>Advertising</li> </ul>		
	Agencies		
	YouTube & Social		
	Media		

Week	Specific Learning Outcome	Teachers Activities	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
10-12	<ul> <li>4.1 Explain how to write a strong Animation Resume:</li> <li>Highlight Technical Skills</li> <li>List Relevant Projects and Demo Reel links.</li> <li>Include Team Collaborations and Freelance Work.</li> </ul>	<ul> <li>Explain how to write a strong Animation Resume:</li> <li>Highlight Technical Skills</li> <li>List Relevant Projects and Demo Reel links.</li> <li>Include Team Collaborations and Freelance Work.</li> </ul>	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper	Carry out writing of Animation Resume	Guide the Learner on how to write Animation Resume	Internet- Router, Computer, Software, Textbook, Projector, Marker board Marker, Paper, Flip Chart
	<ul> <li>4.2 Explain what recruiters look for in an animator: <ul> <li>Creativity &amp; storytelling ability.</li> <li>Strong Animation Fundamentals</li> <li>Ability to take Feedback and Improve.</li> </ul> </li> <li>4.3 Explain how to utilise Networking Strategies to connect with Industry Professionals</li> </ul>	<ul> <li>Explain what recruiters look for in an animator:</li> <li>Creativity &amp; storytelling ability.</li> <li>Strong Animation Fundamentals</li> <li>Ability to take Feedback and Improve</li> <li>Explain how to utilise Networking Strategies to connect with Industry Professionals</li> </ul>				

YEAR: 3       TERM: 2       PRE: REQUISITE:       Theoretical: 12 Hours         GOAL: This module is designed to provide the trainee on how to navigate social media, protecting digital privacy, identifying misinforma         GENERAL OBJECTIVES: On completion of this module, the trainee should be able to:         1.0. Know Social Media Policies and guidelines.         2.0. Know Digital Privacy, Security and Data Protection         2.0. Lindeartand Mininformation and fast checking	MODULE 17: Et	hics, Privacy & Online Safe	ty	COURSE CODE: SAT 322 CONTACT HO		
GENERAL OBJECTIVES: On completion of this module, the trainee should be able to: 1.0. Know Social Media Policies and guidelines. 2.0. Know Digital Privacy, Security and Data Protection	YEAR: 3         TERM: 2         PRE: REQUISITE:					
<ul><li>1.0. Know Social Media Policies and guidelines.</li><li>2.0. Know Digital Privacy, Security and Data Protection</li></ul>	GOAL: This mo	dule is designed to provide	e the trainee on how to navigate so	cial media, protecting digital privacy, ide	entifying misinformation.	
2.0. Know Digital Privacy, Security and Data Protection				ble to:		
	1.0. Know Socia	l Media Policies and guidelin	es.			
2.0. Understand Misinformation and fact checking	2.0. Know Digita	l Privacy, Security and Data	Protection			
S.U. Understand Misimonnation and fact-checking	3.0. Understand	Misinformation and fact-che	ecking			

MODULE 17: Ethics, Privacy & Online Safety				COURSE CODE: SAT 322 CONT		NTACT HOURS: 24
<b>YEAR:</b> 3 <b>TERM:</b> 2		PRE: REQUISITE:	PRE: REQUISITE:		Theoretical: 12 Hours Practical: 12 Hours	
GOAL: This module is designed to provide the trainee on how to navigate socia misinformation.			l media, protecting digi	tal privacy, ide	ntifying	
051155		al Content		F	Practical Content	:
Week	AL OBJECTIVE 1.0: Know Social Med Specific Learning Outcome	Teachers	Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
1-4	<ul> <li>1.1 Explain Platform-specific standards (Facebook, Instagran Twitter/X, TikTok, YouTube)</li> <li>1.2 Explain key social media rules an policies, including: <ul> <li>Community standards</li> <li>Terms of Service</li> </ul> </li> </ul>	<ul> <li>(Facebook, Instagram, Twitter/X, TikTok, YouTube)</li> <li>Explain key social media rules and policies, including:</li> <li>Community</li> </ul>	Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker	Identify Community standards, Content Moderation and Terms of Service	Guide the Learner on how to identify Community	Internet- Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone
	<ul> <li>Content Moderation</li> </ul>	standards, Terms of Service Content Moderation			standards, Content Moderation an Terms of Servi	-

	<ul> <li>1.3 Explain consequences of violating platform policies (shadow banning, account suspension).</li> <li>1.4 Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules</li> </ul>	Explain consequences of violating platform policies (shadow banning, account suspension). Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules				
GENER Week	AL OBJECTIVE 2.0 Understand Digital Specific Learning Outcome	Privacy, Security and Da Teachers Activities	Ita Protection Learning Resources	Specific Learning Outcome	Teachers Activities	Learning Resources
5-7	<ul> <li>2.1 Explain how Personal Data is collected by social media platforms.</li> <li>2.2 Explain Privacy Settings on</li> </ul>	Explain how Personal Data is collected by social media platforms.	Computer, Multimedia Projector, Textbooks, Internet,			
	<ul> <li>2.2 Explain Privacy Settings on different platforms.</li> <li>2.3 Explain Data Security Risks, including:</li> </ul>	Explain Privacy Settings on different platforms.	Marker board, Marker			
	<ul><li>Phishing Scams.</li><li>Hacked Accounts</li></ul>	Explain Data Security Risks, including:				

	<ul> <li>Location Tracking</li> <li>2.4 Explain how to protect accounts using: <ul> <li>Two-Factor Authentication (2FA).</li> <li>Strong Passwords and Security Checks.</li> <li>Private vs. Public Account Settings.</li> </ul> </li> </ul>	<ul> <li>Phishing Scams.</li> <li>Hacked Accounts</li> <li>Location Tracking</li> <li>Explain how to protect accounts using:</li> <li>Two-Factor Authentication (2FA).</li> <li>Strong Passwords and Security Checks.</li> <li>Private vs. Public Account Settings.</li> </ul>				
-	AL OBJECTIVE 3.0: Understand Misinfor		, <b>v</b>	1		
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
8-12	3.1 Explain what is misinformation and	Explain what	Computer,			
	why it spreads quickly on social media. 3.2. Explain the difference between:	misinformation is and why it spreads quickly on social media. Explain the difference	multimedia Projector, Textbooks, Internet, Marker board,			

3.3 Explain Fact-Checking Tools.	Check, Snopes,		
(Google Fact Check, Snopes,	Politifact).		
<ul> <li>Politifact).</li> <li>3.4 Explain how to spot fake news, including:</li> <li>Checking sources and credibility.</li> <li>Looking for bias and emotional language.</li> <li>Cross-checking with reliable news sources.</li> </ul>	<ul> <li>Explain how to spot fake news, including:</li> <li>Checking sources and credibility.</li> <li>Looking for bias and emotional language.</li> <li>Cross-checking with reliable news sources.</li> </ul>		
3.5 Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots).	Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots).		

MODULE 18: Portfolio Development and Career Preparation (Social Media)		COURSE CODE: SAT 332	<b>CONTACT HOURS: 36</b>			
<b>YEAR:</b> 3	TERM: 3 PRE: REQUISITE:		Theoretical: 24 Hours			
			Practical: 12 Hours			
GOAL: This mo	odule is designed to provide	the trainee with the knowledge and s	kills to build a professional social media	a portfolio, develop a		
perso	onal brand, and prepare for	job or freelance opportunities				
GENERAL OBJE	<b>CTIVES:</b> On completion of t	this module, the trainee should be able t	:0:			
	•	this module, the trainee should be able t ortfolio (LinkedIn, Behance, Personal We				
1.0. Understand	•	ortfolio (LinkedIn, Behance, Personal We				
1.0. Understand 2.0. Know how t	how to create an On-Line Po to build a Personal Brand for	ortfolio (LinkedIn, Behance, Personal We				

MODULE 18: Portfolio Development and Career Preparation (Social Media)				COURSE CODE: SAT	332	<b>CONTACT HOURS: 36</b>
<b>YEAR:</b> 3	<b>TERM:</b> 3	PRE: REQUISITE	:	Theoretical: 24 Hours		
				Practical: 12 Hours		
GOAL:	This module is designed to provid develop a personal brand, and				sional socia	l media portfolio,
	Theoretica	al Content			Practical Co	ntent
-	L OBJECTIVE 1.0: Understand how				<u> </u>	
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	3
	Outcome	Activities	Resources	Outcome	Activitie	s Resources
1-2	1.1 Explain why a Portfolio is	Explain why a	Computer,			
	important for Social Media	Portfolio is important	Software,			
	Careers.	for Social Media	Textbook,			
		Careers.	Internet,			
			Multimedia			
	1.2 Explain where to create a	Explain where to	Projector,			
	Portfolio:	create a Portfolio:	Marker board,			
			Marker,			
	<ul> <li>LinkedIn</li> </ul>	<ul> <li>LinkedIn</li> </ul>	Papers			
	<ul><li>Behance</li><li>Personal Website</li></ul>	<ul><li>Behance</li><li>Personal</li></ul>				
	- reisonal websile	Website				
	1.3 Explain what to include in a	Explain what to				
	Portfolio:	include in a Portfolio:				

GENER	<ul> <li>About Me (bio and career goals).</li> <li>Social Media Projects and Campaigns.</li> <li>Case Studies and Analytics of Past Works.</li> <li>Links to Social Media Profiles or Brand Accounts managed.</li> </ul>	<ul> <li>About Me (bio and career goals).</li> <li>Social Media Projects and Campaigns.</li> <li>Case Studies and Analytics of Past Work.</li> <li>Links to Social Media Profiles or Brand Accounts managed.</li> <li>a Personal Brand for Job</li> </ul>	) Opportunities			
Week	Specific Learning	Teachers	Learning	Specific Learning	Teachers	Learning
	Outcome	Activities	Resources	Outcome	Activities	Resources
3-6	<ul> <li>2.1 Explain the importance of Personal Branding in the digital space.</li> <li>2.2 Explain how to optimize Personal Social Media Profiles</li> </ul>	Explain the importance of Personal Branding in the digital space. Explain how to	Computer, Books, Internet, Multimedia Projector, Video,			Computer Software Videos Projector Slides Pictures Videos
	to attract employers	optimize Personal Social Media Profiles to attract employers	Audio Books, Papers	Carry out how to write	Guide the	Electronic Board Papers
	2.3 Explain how to develop a brand voice and niche (e.g., social media strategist, content creator, influencer, digital marketer)	Explain how to develop a brand voice and niche (e.g., social		a Personal Social Media Profile	Learner on how to write a Personal Social Media Profile	

	2.4 Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram.	media strategist, content creator, influencer, digital marketer) Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram.				
GENERA Week	AL OBJECTIVE 3.0: Understand how to Specific Learning	Prepare for Social Media Teachers	Linternships and F	Freelance Work Specific Learning	Teachers	Learning
week	Outcome	Activities	Resources	Outcome	Activities	Resources
7-8	3.1 Explain how to find internships and freelance gigs in social media marketing	Explain how to find internships and freelance gigs in social media marketing	Internet, Computer, Textbook, Images, Videos, Multimedia			
	3.2 Explain how to pitch to clients or brands as a Freelancer	Explain how to pitch to clients or brands as a Freelancer	Projector, Marker board, Marker			
	3.3 Explain how to discover essential skills for social media jobs, including:	Explain how to discover essential skills for social media jobs, including:				

	<ul> <li>Content creation and scheduling.</li> <li>Community management</li> <li>Analytics and performance tracking</li> <li>Social media advertising</li> </ul>	<ul> <li>Content creation and scheduling.</li> <li>Community management</li> <li>Analytics and performance tracking</li> <li>Social media advertising</li> </ul>				
CENEDA	3.4 Explain how to prepare for job interviews and learn how to answer common social media- related questions	Explain how to prepare for job interviews and learn how to answer common social media- related questions				
9-12	<ul> <li>4.1 Explain how to write a strong Resume for Social Media Job:</li> <li>Highlight Technical Skills</li> <li>List Relevant Projects</li> <li>Include Team Collaborations and Freelance Work.</li> </ul>	<ul> <li>Explain how to write a strong Resume for Social Media Job:</li> <li>Highlight Technical Skills</li> <li>List Relevant Projects</li> <li>Include Team Collaborations and Freelance Work.</li> </ul>	Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper	Carry out the act of writing a Strong Social Media Resume	Guide the Learner on how to write a Strong Social Media Resume	

<ul> <li>4.2 Explain what recruiters look for in an Expert:</li> <li>Creativity &amp; storytelling ability.</li> <li>Strong Social Media Presence and Fundamentals</li> <li>Ability to take Feedback and Improve</li> </ul>	Explain what recruiters look for in an Expert: Creativity & storytelling ability. Strong Social Media Presence and Fundamentals Ability to take Feedback and Improve	
4.3 Explain how to discover Networking Strategies to connect with Industry Professionals		
	Explain how to discover Networking	
	Strategies to connect	
	with Industry	
	Professionals	

# LIST OF EQUIPMENT/INSTRUMENTS FOR

S/N	NAME OF EQUIPMENT	QUANTITY
	Equipment/Devi	ce
1	Computer	60
2	Projector	4
3	Marker Board	6
4	Marker	Assorted
5	Pictures	Assorted
6	Flip Chart	10
7	Films	Assorted
8	Software	Various
9	Internet-Router	3
10	Images	Assorted
11	Videos	Assorted
12	Camera Chain	3
13	Diagrams	Assorted
14	2TB Storage Devices (Hard Drive)	3
15	Papers	Assorted
16	Books	Various
17	Mobile Phones	3
18	Audio Chain	3
19	Light Chain	3
20	Video Production Gears	3
21	Audio Production Gears	3
22	Light Production Gears	3
23	Table Tennis	1
24	Tennis Bat	6
25	Ping pong	6

26	Bouncing ball	2
27	Clay	Assorted Kg
28	Onion	Assorted
29	Puppets	Various
30	Microphone	3
31	Mixer	3
32	Scripts	Various
33	52-inch Television	2
32	Quadcopter DJI Drone	2
33	Electrical cables	Various
34	Wacom Tablets	60

#### Video Workstation Studio

# Apple Mac System (2)

Specifications:

- a. Retina 5K, 27 inches
- b. Intel core i7
- C. Graphics: AMD Radeon Pro 550 XT 8GB
- d. 8GB-16GB MHz DDR4
- **e.** 1 terabyte Internal Storage

## 1. External Storage (2)

a. 1GB Transcend

## 2. Sound Microphone

- a. Blue Yeti Microphone (2)
- b. Rode Microphone Stand (2)

# 3. Video Workstation Set-Up

- a. Table for Equipment (1)
- b. Seating Chairs for Editor and Director (3)
- 4. Display
  - a. Hisense 52 inch 4K TV (1)

#### 5. Sound Speaker

a. Behringer Speaker (2)

#### 6. Software:

- a. Adobe Master Collections
- b. Blender
- c. Cinema 4D
- d. Auto Desk Maya
- e. Davinci Resolve
- f. Final Cut Pro
- g. Microsoft Office
- h. Final Draft
- i. Hand Brake
- 7. Sketch and Graphics Tablet
  - a. Wacom Tablet (60)
- 8. Laptops for Practical (60)
- 9. Live Streaming Set-Up

RODE RODEcaster Video All-in-One

## 10. Headphones

Rode Headphones (4)

## Audio Workstation Studio

# 11. Apple Mac System (2)

Specifications:

- f. Retina 5K, 27 inches
- g. Intel core i7
- h. Graphics: AMD Radeon Pro 550 XT 8GB
- i. 8GB-16GB MHz DDR4
- j. 1 terabyte Internal Storage
- 12. External Storage (2)
  - b. 1GB Transcend

#### 13. Sound Microphone

- c. Blue Yeti Microphone (2)
- d. Rode Microphone Stand (2)

## 14. Audio Workstation Set-Up

- c. Studio Acoustic
- d. Table for Equipment (1)
- e. Seating Chairs for Editor and Director (3)

## 15. Display

b. Hisense 52 inch 4K TV (1)

# 16. Sound Speaker

b. Behringer Speaker (2)

## 17. Software:

- j. Adobe Master Collections
- k. Protools
- l. Audacity
- m. Microsoft Office
- n. Hand Brake

## 18. Digital Piano

- b. Roland V-Stage Pro II Integrated Audio Production Studio
- **19.** Laptops for Practical (60)
- 20. Live Streaming Set-Up

RODE RODEcaster Video All-in-One

21. Headphones

Rode Headphones (4)

## LIST OF PARTICIPANTS

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